

## SCHOOL-LEVEL TEAM CHECKLIST FOR INTEGRATING DATA

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. A school team (or teams) meets at least once per month with the purpose of improving both academic and behavior outcomes for all students within the entire school.			
2. The team collects and summarizes fidelity of implementation data (i.e., quality or integrity of implementation) in both academics and behavior.			
3. The team conducts regular screening for early identification of students whose performance is not responsive to instruction in (a) academics, (b) behavior, or (c) both.			
4. The team has skills in basic functional behavior assessment and function-based support.			
5. The team has access to expertise in more complex functional behavior assessment and function-based support.			
6. The team oversees progress monitoring for students whose performance is not responsive to instruction.			
7. The team collects and summarizes student outcomes data in both academics and behavior.			
8. The team completes an inventory of all tools currently used and identifies (a) tools that can be eliminated, (b) tools that may need modification, and (c) needs for new tools.			
9. The team conducts trainings and reliability checks to ensure that data collection is accurate.			
10. The team regularly analyzes both (a) implementation and (b) outcomes data for assessing goals and next steps.			
11. The team develops and maintains an ongoing action plan for improving both (a) implementation and (b) outcomes.			
12. The team shares implementation and outcomes data at least quarterly with (a) the entire staff, (b) the district, and (c) other stakeholders (e.g., PTA, community groups).			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

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## DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING DATA

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. A district team meets at least once per month with the purpose of supporting schools in their systems-level integration efforts.			
2. The district team completes an inventory of all tools currently used in the district and identifies (a) tools that can be eliminated, (b) tools that may need modification, and (c) needs for new tools.			
3. The district team builds and maintains district data systems that allow for easy entry and instantaneous graphical display of academic and behavior data.			
4. The district data system includes efficient capabilities (e.g., integrated applications, data warehouse) that allows for integrated data analysis of academic and behavior data.			
5. The district team creates annual district evaluations, including (a) level of use, (b) fidelity of implementation, and (c) student outcomes in both academics and behavior.			
6. The district team develops and maintains an ongoing action plan for improving both (a) implementation and (b) outcomes.			
7. The district team maintains a list of integrated MTSS exemplar schools (i.e., with strong fidelity of implementation) for other schools and agencies to tour.			
8. The district team shares implementation and outcomes data at least annually with (a) the school board, (b) the state department of education, and (c) other stakeholders (e.g., PTA, community groups).			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

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## APPENDIX 3.1

# Reading Tiered Fidelity Inventory (R-TFI)—Elementary-Level Edition

### Scoring Form

School: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_

School Leadership Team Members: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Note Taker: \_\_\_\_\_

Directions: The **School Leadership Team** completes the R-TFI together by using the *R-TFI Scoring Guide* to discuss each item and come to **consensus** on the final score for each item. Scores are recorded on this *Scoring Form* below and then entered into <http://webapps.miblsimtss.org/midata> for schools in Michigan.

Tier 1 School-Wide Reading Model Features				
Tier 1: Teams				
Item Number	Item Description	Score		
1.1	A <b>School Leadership Team</b> is established to support the implementation of a <b>Tier 1</b> reading system.	2	1	0
1.2	The School Leadership Team uses an effective team meeting process.	2	1	0
1.3	The School Leadership Team's work is coordinated with other school teams.	2	1	0
1.4	<b>Grade-Level Teams</b> are established to support the implementation of a Tier 1 reading system.	2	1	0
1.5	Grade-Level Teams use an effective team meeting process.	2	1	0
Tier 1: Implementation				
1.6	The school uses a formal procedure for selecting programs and materials to provide Tier 1 reading instruction.	2	1	0
1.7	The school allocates <b>adequate time</b> for core reading instruction.	2	1	0
1.8	The school has a <b>School-Wide Reading Plan</b> .	2	1	0
1.9	Grade-level <b>Instructional Plans</b> include an emphasis on Tier 1 instruction.	2	1	0
1.10	<b>Class-wide expectations</b> for student behavior are established and taught.	2	1	0
1.11	<b>Procedures</b> are implemented for common reading activities.	2	1	0
Tier 1: Resources				
1.12	Written guidelines are available for teaching the <b>core reading program</b> .	2	1	0

(continued)

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**Reading Tiered Fidelity Inventory (R-TFI)—Elementary-Level Edition** (page 2 of 3)

<b>Item Number</b>	<b>Item Description</b>	<b>Score</b>		
1.13	A <b>school-wide reading universal screening assessment schedule</b> is available for the current school year.	2	1	0
1.14	The school has identified an individual(s) to assist in data coordination for <b>school-wide reading assessments</b> .	2	1	0
1.15	<b>Professional learning</b> is purposely selected for supporting the implementation of a <b>School-Wide Reading Model</b> .	2	1	0
1.16	The School Leadership Team uses <b>system-level coaching</b> .	2	1	0
1.17	All staff have access to <b>instructional coaching</b> .	2	1	0
<b>Tier 1: Evaluation</b>				
1.18	<b>Universal screening</b> assessments have been purposely selected.	2	1	0
1.19	The school uses a data system that allows access to universal screening assessment reports.	2	1	0
1.20	Staff collect reading universal screening data with <b>fidelity</b> .	2		0
1.21	The <b>School Leadership Team</b> collects Tier 1 <b>system fidelity data</b> .	2	1	0
1.22	The School Leadership Team uses data to monitor the health of the <b>School-Wide Reading Model</b> .	2	1	0
1.23	The School Leadership Team uses a process for <b>data-based decision making</b> .	2	1	0
1.24	<b>Grade-Level Teams</b> use a process for data-based decision-making.	2	1	0
1.25	The School Leadership Team monitors implementation of the <b>School-Wide Reading Plan</b> .	2	1	0
1.26	Grade-Level Teams monitor implementation of the grade-level <b>Instructional Plans</b> .	2	1	0
1.27	The School Leadership Team provides a status report on student reading performance to stakeholders.	2	1	0
<b>Tier 2 School-Wide Reading Model Features</b>				
<b>Tier 2: Teams</b>				
2.1	The <b>School Leadership Team</b> defines a process to be used by Grade-Level Teams for supporting students with reading skill deficits.	2	1	0
2.2	Grade-Level Teams work to support students who are not making adequate progress in the <b>Tier 1</b> core reading curriculum.	2	1	0
<b>Tier 2: Intervention Implementation</b>				
2.3	The school uses a formal process for selecting <b>evidence-based</b> reading interventions.	2	1	0
2.4	The school uses a data-based process for matching student needs to specific reading interventions.	2	1	0
2.5	Intervention groups are appropriate for students receiving reading intervention.	2	1	0
2.6	The school notifies parents/guardians of intervention plans for their child.	2	1	0

*(continued)*

Reading Tiered Fidelity Inventory (R-TFI)—Elementary-Level Edition (page 3 of 3)

Item Number	Item Description	Score		
Tier 2: Resources				
2.7	The scheduling of reading interventions is coordinated with Tier 1 reading instruction.	2	1	0
2.8	All staff providing reading interventions receive implementation supports.	2	1	0
Tier 2: Evaluation				
2.9	The school monitors data on student access to reading intervention supports.	2	1	0
2.10	Staff collect <b>progress monitoring</b> data with fidelity.	2	1	0
2.11	The school uses a data system to display student progress.	2	1	0
2.12	The school monitors the <b>fidelity</b> of <b>Tier 2</b> interventions.	2	1	0
2.13	<b>Grade-Level Teams</b> monitor the percentage of students who are responding to Tier 2 supports.	2		0
2.14	Grade-Level Teams adjust reading intervention supports based on individual student progress.	2	1	0
Tier 3 School-Wide Reading Model Features				
Tier 3: Teams				
3.1	Grade-Level Teams support students with intensive reading needs.	2	1	0
3.2	<b>Student Support Teams</b> are established to improve students' reading performance.	2	1	0
3.3	Grade-level teachers access the assistance of the Student Support Teams.	2	1	0
3.4	Student Support Teams use an effective team meeting process.	2	1	0
Tier 3: Intervention Implementation				
3.5	The school uses a variety of data sources to design intensive reading intervention plans.	2	1	0
3.6	The school alters <b>intervention variables</b> to intensify reading intervention supports.	2	1	0
3.7	The school invites parents/guardians to collaborate on intervention plans for their child.	2	1	0
Tier 3: Resources				
3.8	All staff supporting students with an <b>intensive reading intervention plan</b> receive implementation supports.	2	1	0
Tier 3: Evaluation				
3.9	Staff collect <b>diagnostic assessment</b> data with fidelity.	2	1	0
3.10	The school monitors the percentage of students who are responding to <b>Tier 3</b> supports.	2	1	0
3.11	There is a protocol to monitor the fidelity of Tier 3 interventions.	2	1	0
3.12	Intensive reading intervention plans are adjusted based on <b>decision rules</b> .	2	1	0

## APPENDIX 3.2

# Reading Tiered Fidelity Inventory (R-TFI)—Secondary-Level Edition

### Scoring Form

School: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_

School Leadership Team Members:

Facilitator:

Note Taker:

Directions: The **School Leadership Team** completes the Reading Tiered Fidelity Inventory (R-TFI) together by using the *R-TFI Scoring Guide* to discuss each item and come to **consensus** on the final score for each item. Scores are recorded on this *Scoring Form* below and then entered at <http://webapps.miblsimtss.org/midata>.

Tier 1 School-Wide Content Area Reading Model Features				
Tier 1: Teams				
Item Number	Item Description	Score		
1.1	A School Leadership Team is established to support implementation of the <b>School-Wide Content Area Reading Model</b> .	2	1	0
1.2	The School Leadership Team uses an effective team meeting process.	2	1	0
1.3	The School Leadership Team's work is coordinated with other school teams.	2	1	0
1.4	<b>Department Teams</b> are established to support the implementation of <b>Tier 1</b> content area reading instruction.	2	1	0
1.5	Department Teams use an effective team meeting process.	2	1	0
Tier 1: Implementation				
1.6	The school uses a formal procedure for selecting <b>Content Area Reading Strategies</b> to provide content area reading instruction.	2	1	0
1.7	An <b>Instructional Routine</b> is available for each content area reading strategy that has been adopted for use school-wide.	2	1	0
1.8	The school has a <b>School-Wide Content Area Reading Plan</b> .	2	1	0
1.9	Department Teams develop <b>Instructional Plans</b> to improve students' understanding of the content area.	2	1	0
1.10	<b>Class-wide expectations</b> for student behavior are established and taught.	2	1	0
1.11	<b>Procedures</b> are implemented for common classroom activities.	2	1	0

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**Reading Tiered Fidelity Inventory (R-TFI)—Secondary-Level Edition** (page 2 of 3)

Item Number	Item Description	Score		
Tier 1: Resources				
1.12	The school has identified an individual(s) to assist in data coordination for the <b>Early Warning System</b> .	2		0
1.13	An <b>Early Warning Indicator (EWI) Assessment Schedule</b> is available for the current school year.	2	1	0
1.14	<b>Professional learning</b> is purposely selected for supporting the implementation of a School-wide Content Area Reading Model.	2	1	0
1.15	The <b>School Leadership Team</b> uses <b>system-level coaching</b> .	2	1	0
1.16	All staff have access to <b>instructional coaching</b> for the <b>Content Area Reading Strategies</b> .	2	1	0
Tier 1: Evaluation				
1.17	The school uses a data system that provides access to <b>Early Warning Indicator</b> data.	2	1	0
1.18	<b>Historical data</b> are gathered to inform school personnel of student needs.	2		0
1.19	The School Leadership Team collects <b>Tier 1 system fidelity data</b> .	2	1	0
1.20	The School Leadership Team uses data to monitor the health of the <b>School-Wide Content Area Reading Model</b> .	2	1	0
1.21	The School Leadership Team uses a process for <b>data-based decision-making</b> .	2	1	0
1.22	<b>Department Teams</b> use a process for data-based decision-making.	2	1	0
1.23	The School Leadership Team monitors implementation of the <b>School-Wide Content Area Reading Plan</b> .	2	1	0
1.24	Department Teams monitor implementation of <b>Instructional Plans</b> .	2	1	0
1.25	The School Leadership Team provides a status report or presentation on student reading performance to stakeholders.	2	1	0
Tiers 2 & 3 School-Wide Content Area Reading Model Features				
Tiers 2 & 3: Teams				
2.1	The School Leadership Team defines a process to be used by <b>Cross-Department Teams</b> for supporting students with reading skill deficits.	2	1	0
2.2	Cross-Department Teams work to support students who are not making adequate progress.	2		0
2.3	<b>Student Support Teams</b> are established to improve students' reading performance.	2	1	0
2.4	Teachers access the assistance of Student Support Teams.	2	1	0
2.5	Student Support Teams use an effective team meeting process.	2	1	0

*(continued)*

**Reading Tiered Fidelity Inventory (R-TFI)—Secondary-Level Edition** (page 3 of 3)

Item Number	Item Description	Score		
Tiers 2 & 3: Intervention Implementation				
2.6	The school uses a formal process for selecting <b>evidence-based</b> reading interventions.	2	1	0
2.7	The school uses a variety of data sources to design <b>Reading Intervention Plans</b> .	2	1	0
2.8	Intervention group size is appropriate for students receiving reading intervention.	2	1	0
2.9	The school alters <b>intervention variables</b> to intensify reading intervention supports.	2	1	0
2.10	The school invites parents/guardians to collaborate on intervention plans for their child.	2	1	0
Tiers 2 & 3: Resources				
2.11	The school has identified an individual(s) to support the use of reading assessments for students with reading deficits.	2	1	0
2.12	All staff providing reading interventions receive implementation supports.	2	1	0
Tiers 2 & 3: Evaluation				
2.13	The school monitors data on student access to reading intervention supports.	2	1	0
2.14	The school uses a data system to display student reading progress.	2	1	0
2.15	Staff collect <b>progress monitoring</b> data with <b>fidelity</b> .	2	1	0
2.16	Staff collect <b>diagnostic assessment</b> data with fidelity.	2	1	0
2.17	The school monitors the percent of students who are responding to reading intervention.	2		0
2.18	There is a protocol to monitor the fidelity of Tier 3 reading interventions.	2	1	0
2.19	Reading Intervention Plans are adjusted based on <b>decision rules</b> .	2	1	0

# Reading Tiered Fidelity Inventory—Comprehensive Edition (R-TFI-CE)

## CLASSROOM OBSERVATION DIRECTIONS

### Materials Needed

- Stopwatch or a watch with a second hand to record accurate observation times for the “Opportunities to Respond” and “On-Task/Off-Task Behavior” portions of the observation.
- Calculator: useful for determining the various rates on the Scoring Guidelines document.
- Clipboard
- Pencil

### Part 1: Explicit Teaching and Classroom Environment Checklists

#### *Explicit Teaching Strategies Checklist*

1. Check any of the following features that you observed during the reading lesson.
2. Items that you did not observe or were not appropriate to observe given the scope of the lesson should be reflected by placing a checkmark in the “No opportunity/inappropriate given activity” column.
3. Check items as “Not observed” when you see both examples and nonexamples of the descriptor. For example, if the teacher used clear and concise language in one explanation of a concept but did not use clear and concise language in another explanation (e.g., allowing the possibility of a student misinterpreting the concept), then mark that item as “Not observed.”

#### *Classroom Environment Checklist*

1. Check any of the following features that you observed while in the classroom.
2. Items that you did not observe or were not appropriate to observe given the scope of the lesson should be reflected by placing a checkmark in the “No opportunity/inappropriate given activity” column.
3. Check items as “Not observed” when you see both examples and nonexamples of the descriptor. For example, if it appeared there was a routine established for gaining the students’ attention at the beginning of a task but not for collecting assignments, you would mark the item as “Not observed.”

### Part 2: Academic Engagement

#### *A. On-Task/Off-Task Behaviors—10 minutes*

1. Observe the students in the classroom for a total of 10 minutes using a 10-second momentary time sampling of each student.
2. It is recommended that you observe students by rows during an all-class activity or by group if they are divided for different activities.

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## Reading Tiered Fidelity Inventory—Comprehensive Edition (R-TFI-CE) (page 2 of 8)

3. At the beginning of the observation, start the timer and after each 10-second interval, observe a student momentarily (e.g., <1 second) and decide if the student is on task or off task at that specific point in time. (If using a timer, it is important to make sure the timer either vibrates or omits a very quiet tone so as to not disrupt the students.)
4. In box “1” mark a “+” at the end of the 10-second interval if a student appears to be on task or mark a “-” if a student appears to be off task. (See examples below.)
  - a. On-task behavior (“+”) = The student meets the behavioral expectations for the task or situation. Examples include making an oral academic response when asked, looking at the teacher when the teacher is talking, writing in a workbook, raising a hand, looking at an academic book or worksheet, following a behavioral instruction, or looking at a peer as he or she responds to a question.
  - b. Off-task behavior (“-”) = A motor activity or audible verbalization that is not directly associated with the assigned academic task and/or that is not permitted. Also, when a student is passively not attending to an assigned academic activity. Examples include a student’s being out of his or her seat without permission during an in-seat assignment, making unauthorized comments or remarks, staring out the window, or showing noncompliance to a behavioral instruction.
5. After you have recorded a “+” or “-” for the first student, momentarily observe the second student and then record a “+” or “-” in box “2.”
6. Continue this pattern until you have observed all of the students in the classroom.
7. Cycle back to the first student and continue observing in 10-second intervals until you have filled the entire grid below. That means, if there are 20 students in the class, you will need to cycle through the students three times until all 60 boxes on the On-Task/Off-Task Behaviors chart are filled.

### *B. Opportunities to Respond—10 minutes*

1. Look at your watch and record the time you started observing this portion of the observation form. You will collect data for at least 10 minutes.
2. Mark one (1) tally in the appropriate response box for every individual student or group academic response (i.e., oral or action) made during the observation of reading instruction.
3. Correct academic response = The student completely fulfills the requirements of the direction/question asked of the students (e.g., if sounding out the name *Sam*, “/sss/-aaa/-mmm/” counts as one response, not three; reading a sentence, defining a word, or answering a comprehension question is one response, as is showing a facial expression to indicate understanding of a word, or raising one or two fingers to choose from two possible answers.
4. If the response is given by a group of students, every student must respond correctly (see examples of correct academic responses in the previous bullet).
5. An incorrect response = Talled when *any* student gives the incorrect response (e.g., does not respond when requested or responds well after the rest of the students during a group response).
6. When you stop observing this portion of the observation, look at your watch and record the “end time.” Calculate the total number of minutes you observed “Opportunities to Respond” in the space provided.

### *C. Student-Teacher Interactions—10 minutes*

1. Mark one (1) tally in the “Responses to Appropriate Behaviors” box any time the teacher makes a response to an appropriate student behavior (e.g., meets the behavioral expectations for the task, is conducive to student’s/classmates’ learning).

(continued)

**Reading Tiered Fidelity Inventory—Comprehensive Edition (R-TFI-CE)** (page 3 of 8)

2. The teacher's response may be vocal, physical, or gestural and directed to the entire class, a small group of students, or individual students.
3. Indicate if the teacher's praise was specific (i.e., the teacher names the appropriate behavior when praising) or general (e.g., the teacher gives a "thumbs up" signal but does not name the behavior) by placing the tally within either the "Specific" or "General" columns within the "Responses to Appropriate Behaviors" box.
4. Mark a tally in the "Responses to Inappropriate Behaviors" box any time the teacher makes a response to an inappropriate student response (e.g., the teacher's response may be a redirection or a showing of disapproval through words, physical prompts, or gestures). The teacher's response may be directed to the entire class, a small group of students, or individual students.
5. **Do *not* tally teacher responses that indicate correctness or incorrectness of a student academic response** (e.g., "That's right, the word is *peninsula*" or "No, the correct word is *woman*, not *women*").

## CLASSROOM OBSERVATION FORM

School: \_\_\_\_\_ District: \_\_\_\_\_

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

### Part 1: Explicit Teaching and Classroom Environment Checklists

*The Explicit Teaching Strategies and Classroom Environment Checklists can be completed while you are collecting data for the other parts of the observation.*

<b>A. Explicit Teaching Strategies</b>	Observed	Not observed	No opportunity/ inappropriate given activity
1. Began lesson with a clear statement of the lesson's goals and the teacher's expectations.			
2. Reviewed prior skills and knowledge before beginning new instruction.			
3. Clearly demonstrated (modeled) a new skill or strategy <i>and</i> provided guided/supported practice.			
4. Used clear and concise language throughout lesson.			
5. When practicing previously taught skill, provided sufficient practice opportunities until students mastered the examples presented.			
6. Students were provided with opportunities to respond both chorally (or with partners) <i>and</i> individually.			
7. Walked around the room to monitor student responses.			
8. Immediately corrected almost all ( $\approx 90\%$ ) of student errors by (a) modeling response or modeling/leading students through strategy to obtain response, <i>and</i> (b) providing practice on the same or similar example.			
<b>B. Classroom Environment</b>	Observed	Not observed	No opportunity/ inappropriate given activity
1. Classroom furniture was arranged so students could see teacher and visual presentations, teacher could easily monitor student behavior, and movement within room was possible without disrupting others.			
2. The classroom environment was set up so the teachers and students could easily access materials, and clutter was minimized.			
3. Expectations for student behavior were visible to everyone in the room, clearly defined using student-appropriate language, and stated positively.			

(continued)

**Reading Tiered Fidelity Inventory—Comprehensive Edition (R-TFI-CE)** (page 5 of 8)

	Observed	Not observed	No opportunity/ inappropriate given activity
4. Routines appeared to have been established for common daily activities (e.g., transitions, gaining student attention, collecting homework, passing out materials, signaling for a choral response, asking for help, turning in work, selecting partners, using restroom).			
<b>Total Number of Features Observed</b>			

**Part 2: Academic Engagement**

*At the beginning of the observation, start the timer and after each 10-second interval, observe a student momentarily (e.g., <1 second) and decide if the student is on task or off task at that specific point in time. Mark a “+” in the box if a student appears to be on task or mark a “–” in the box if a student appears to be off task. Continue to observe and record until all boxes are marked.*

**A. On-Task/Off-Task Behaviors—10 minutes**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
<b>Number of “+s” =</b>									

**B. Opportunities to Respond—10 minutes**

*Directions: Mark one (1) tally in the appropriate response box for every individual student or group academic response (i.e., oral or action) made during your observation of reading instruction.*

Start Time: \_\_\_\_ : \_\_\_\_ : \_\_\_\_ End Time: \_\_\_\_ : \_\_\_\_ : \_\_\_\_ Total Number of Minutes Observed: \_\_\_\_

Group Responses		Individual Student Responses	
Correct academic response	Incorrect response	Correct academic response	Incorrect response
Total =	Total =	Total =	Total =
<b>Total Group Responses =</b>		<b>Total Individual Responses =</b>	
Was material covered mostly (≈80% or more) new or drill/practice? <b>Y or N</b> (May need to ask teacher.)			

*(continued)*

**C. Student-Teacher Interactions—10 minutes**

Mark one (1) tally in the “Responses to Appropriate Behaviors” box any time the teacher makes a response to an appropriate student behavior (e.g., meets the behavioral expectations for the task, is conducive to student’s/classmates’ learning). The teacher’s response may be vocal, physical, or gestural and directed to the entire class, a small group of students, or individual students.

Mark one (1) tally in the “Responses to Inappropriate Behaviors” box any time the teacher makes a response to an inappropriate student behavior. The teacher’s response may be a redirection or a showing of disapproval through words, physical prompts, or gestures. The teacher’s response may be directed to the entire class, a small group of students, or individual students.

*Specific vs. General Appropriate Responses: If the teacher’s praise was specific (i.e., the teacher names the appropriate behavior when praising), then the tally is placed in the “Specific” column. If the teacher’s praise was general (e.g., the teacher gives a “thumbs up” signal but does not name the behavior), then the tally is placed in the “General” column.*

Responses to Appropriate Behaviors		Responses to Inappropriate Behaviors
Specific	General	
Total Specific Responses = Total General Responses = <b>Total Responses =</b>		<b>Total Responses =</b>

(continued)

## OBSERVATION SCORING GUIDELINES

### Part 1A: Explicit Teaching Strategies Checklist

Number of Explicit Teaching Strategies Observed =

Criterion: 6 or more = 2 points    3 to 5 = 1 point    Less than 3 = 0 points

**Score for Explicit Teaching Strategies = \_\_\_\_\_ / 2**

### Part 1B: Classroom Environment Checklist

Number of Features Observed =

Criterion: 4 = 2 points    2 to 3 = 1 point    0 to 1 = 0 points

**Score for Classroom Environment = \_\_\_\_\_ / 2**

### Part 2A: On-Task/Off-Task Behaviors

Formula for Percentage of On-Task Behaviors:

Percentage of On-Task Behaviors = Number of "+"s ÷ 60 = \_\_\_\_\_ %

Criterion: 90% or more = 2 points    75–89% = 1 point    0–74% = 0 points

**Score for On-Task Behavior Percentage = \_\_\_\_\_ / 2**

### Part 2B: Opportunities to Respond (OTRs)

(1) Formula for Total Student OTR Rate:

Student OTR Rate = Total Number of Responses ÷ Number of Minutes Observed = \_\_\_\_\_ Responses/Min.

Criterion for new material: 4 responses/minute = 2 points    2–3/min. = 1 point  
0–1/min. = 0 points

Criterion drill and practice: 9 responses/minute = 2 points    4–8/min. = 1 point  
0–3/min. = 0 points

**Score for OTR Rate = \_\_\_\_\_ / 2**

(2) Formula for Percentage of Accurate Group Responses:

Percentage of Accurate Group Responses =

Total Number of Correct Group Responses ÷ Total Number of Group Responses = \_\_\_\_\_ %

Criterion for new material: 80% or more = 2 points    60–79% = 1 point    0–59% = 0 points

Criterion for drill and practice: 90% or more = 2 points    75–89% = 1 point  
0–74% = 0 points

**Score for Group Response Accuracy = \_\_\_\_\_ / 2**

(3) Formula for Percentage of Accurate Individual Responses:

Percentage of Accurate Individual Responses =

Total Number of Correct Individual Responses ÷ Total Number of Individual Responses = \_\_\_\_\_ %

Criterion: 90% or more = 2 points    75–89% = 1 point    0% to 74% = 0 points

**Score for Individual Response Accuracy = \_\_\_\_\_ / 2**

(continued)

**Part 2C: Student–Teacher Interactions**

(1) Formula for Total Interaction Rate:

Total Interaction Rate = Total Number of Positive Interactions ÷  
Number of Negative Interactions = \_\_\_\_\_

Criterion: 3 or more = 2 points      1.5–2.9 = 1 point      Less than 1.5 = 0 points

**Score for Total Interaction Rate = \_\_\_\_\_ / 2**

(2) Formula for Percentage of Specific Acknowledging Responses:

Percentage of Specific Acknowledging Responses =

Number of Specific Responses to Appropriate Behavior ÷ Total Number of Responses to Appropriate  
Behavior = \_\_\_\_\_ %

Criterion: 75% or more = 2 points      25–75% = 1 point      0–24% = 0 points

**Score for Specific Acknowledging Statements = \_\_\_\_\_ / 2**

### APPENDIX 3.4

## Multi-Tiered Systems of Support Needs Assessment— Elementary Version

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
Element 1. Staff is knowledgeable about, organizes, and delivers school-based services using a <b>multi-tiered model</b> of service delivery. This service delivery incorporates both a systematic approach to the prevention of school difficulties for most students (a <b>public health model</b> ) and a systematic approach to resolving identified system-level and student-level difficulties (a <b>problem-solving model</b> ).	1. In general, our staff understands and supports the rationale and components of a <b>multi-tiered model</b> of service delivery, and this model guides our practices.				
	2. In general, our staff understands and supports the rationale and components of a <b>public health model</b> of preventive service delivery, and this model guides our practices.				
	3. In general, our staff understand and support the rationale and components of a <b>problem-solving model</b> of service delivery, and this model guides our practices.				
Element 2. Identify and conduct periodic schoolwide <b>screenings</b> of all students to examine the overall effectiveness of our school, both currently and over time. Screening data are examined from a prevention orientation and used to evaluate the overall “health” of all students in the school. The data are also disaggregated to assess the achievement of subgroups (e.g., freshmen, females/males, English language learners, students receiving special education services). Consider the reliability, validity, and usefulness of assessment tools. <i>Note:</i> Element 4 focuses on the use of screening data for purposes of identifying <i>individual</i> students at risk for or experiencing problems.	1. In the area of academic skills/achievement in <b>reading/literacy</b> (e.g., STAR, DIBELS, AIMSweb) . . .				
	a. A system for periodic <b>screening</b> of academic achievement is organized and utilized.				
	b. We have reliable, valid, and useful tools for screening.				
	c. We regularly evaluate the overall health of our school by examining the most current data for all students.				
	d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).				
	e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.				
	2. In the area of academic skills/achievement in <b>math</b> (e.g., STAR, DIBELS, AIMSweb).				
	a. A system for periodic screening of academic achievement is organized and utilized.				
	b. We have reliable, valid, and useful tools for screening.				
	c. We regularly evaluate the overall health of our school by examining the most current data for all students.				

(continued)

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**Multi-Tiered Systems of Support Needs Assessment—Elementary Version** (page 2 of 9)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
		d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).			
		e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.			
		3. In the area of <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades) . . .			
		a. A system for periodic screening of academic behavior and engagement is organized and utilized.			
		b. We have reliable, valid, and useful tools for screening.			
		c. We regularly evaluate the overall health of our school by examining the most current data for all students.			
		d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).			
		e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.			
		4. In the area of <b>mental health</b> and/or <b>personal or interpersonal adjustment</b> (e.g., anxiety, depression, attention problems, substance use, interpersonal relationships/connections) . . .			
		a. A system for periodic screening of mental health/personal adjustment is organized and utilized.			
		b. We have reliable, valid, and useful tools for screening.			
		c. We regularly evaluate the overall health of our school by examining the most current data for all students.			
		d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).			
		e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.			
		5. In the area of <b>problem behavior</b> (e.g., physical and verbal aggression, bullying, violation of school rules) . . .			
		a. A system for periodic screening of problem behavior is organized and utilized.			
		b. We have reliable, valid, and useful tools for screening.			
		c. We regularly evaluate the overall health of our school by examining the most current data for all students.			

*(continued)*

**Multi-Tiered Systems of Support Needs Assessment—Elementary Version** (page 3 of 9)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
		d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).			
		e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.			
Element 3. Design and deliver <b>evidence-based practices</b> (differentiated instruction and systematic supports) for student academic achievement, academic behavior/engagement, mental health and personal adjustment, and appropriate behavior.		1. <b>Evidence-based practices</b> (instruction and supports) are used for <i>all students</i> (Tier 1) in the areas of . . .			
		a. Promoting academic skills/achievement in <b>literacy</b> .			
		b. Promoting academic skills/achievement in <b>math</b> .			
		c. Promoting and supporting student <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).			
		d. Promoting positive <b>mental health/personal and interpersonal adjustment</b> (and preventing problems in areas such as anxiety, depression, attention, substance use, interpersonal relationships/connections).			
		e. Promoting and supporting appropriate, <b>expected behavior</b> (and preventing problem behavior such as physical and verbal aggression, bullying, violation of school rules).			
		2. Supplemental evidence-based practices (instruction and supports) are used for <i>some students</i> (Tier 2 supports are intended to provide additional support to students not fully benefiting from Tier 1 services alone, and are typically delivered in small groups) in the areas of . . .			
		a. Promoting academic skills/achievement in <b>literacy</b> .			
		b. Promoting academic skills/achievement in <b>math</b> .			
		c. Promoting and supporting student <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).			
		d. Promoting positive <b>mental health/personal and interpersonal adjustment</b> (and preventing problems in areas such as anxiety, depression, attention, substance use, interpersonal relationships/connections).			
		e. Promoting and supporting appropriate, <b>expected behavior</b> (and preventing problem behavior such as physical and verbal aggression, bullying, violation of school rules).			
		3. Personalized, intensive, evidence-based practices (instruction and support) are used for <i>small numbers of students</i> (Tier 3 supports are intended to provide individualized support to students who are experiencing significant difficulties) in the areas of . . .			
		a. Promoting academic skills/achievement in <b>literacy</b> .			
		b. Promoting academic skills/achievement in <b>math</b> .			
		c. Promoting and supporting student <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).			

(continued)

**Multi-Tiered Systems of Support Needs Assessment—Elementary Version** (page 4 of 9)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
Element 4. Use assessment linked to <b>data-based decision making</b> , with a focus on problem solving. Include assessment for (a) screening/benchmarking decisions, (b) <b>diagnostic and/or functional assessment</b> decisions, and (c) progress monitoring decisions.					

*(continued)*

**Multi-Tiered Systems of Support Needs Assessment—Elementary Version** (page 5 of 9)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
	4. Screening data are analyzed in a timely manner (e.g., every 2–3 weeks) and used to identify at-risk students.				
	5. Diagnostic and/or functional assessment data are analyzed in a timely manner and used to inform instruction/interventions.				
	6. Progress monitoring data are analyzed in a timely manner to make decisions about a student's RTI.				
	7. Screening, progress monitoring, and diagnostic/functional assessment data are used to support team-based decision making.				
	8. Data reflecting student needs are used to form flexible intervention groups. These groups are flexible in that they are periodically adjusted based on student progress and reexamination of student need for intervention.				
	9. We systematically document and evaluate the extent to which our programs and supports are delivered with fidelity (i.e., programs are implemented as designed and with sufficient intensity).				
	10. Parents/families are systematically informed and included in decision making and problem solving relating to screening, progress monitoring, and diagnostic/functional assessment and decisions.				
Element 5. Promote <b>shared responsibility</b> among all teaching and nonteaching staff, administrators, parents, and students for prevention and problem solving. Of particular importance is collaboration between general and special education and collaboration between specialized support professionals and teaching staff.	1. General education teachers, special education teachers, and specialized support staff <i>share responsibility</i> for student progress/outcomes in the areas of . . .				
	a. Promoting and supporting academic skills/achievement in <b>literacy</b> .				
	b. Promoting and supporting academic skills/achievement in <b>math</b> .				
	c. Promoting and supporting <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).				
	d. Promoting and supporting positive <b>mental health/personal</b> and <b>interpersonal adjustment</b> (and preventing problems in areas such as anxiety, depression, attention problems, substance use, and relationships).				
	e. Promoting and supporting appropriate, <b>expected behavior</b> (and preventing problem behavior such as physical and verbal aggression, bullying, violation of school rules).				
	2. Nonteaching staff members are involved in providing academic support for students within a multi-tiered framework.				
	3. Nonteaching staff members are involved in providing behavior support for students within a multi-tiered framework.				
	4. Staff regularly involves students as partners in prevention, problem solving, and decision making relating to the areas noted in Item 1 above.				
	5. Staff regularly involves parents/families as partners in prevention, problem solving, and decision making relating to the areas noted in Item 1 above.				
	6. There is parent/family representation on our MTSS leadership team.				

(continued)

**Multi-Tiered Systems of Support Needs Assessment—Elementary Version** (page 6 of 9)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
	7. Parents/families are informed about how curricula programs and practices are used to support their children's achievement in the areas noted in Item 1.				
Element 6. Organize and deliver effective <b>team-based problem solving</b> at each tier in a multi-tiered framework.	1. We conduct effective problem-solving meetings at the building level.				
	2. We conduct effective problem-solving meetings at the grade or content area level.				
	3. Information about prior problem-solving efforts is effectively communicated at times of student transitions (e.g., from year to year).				
	4. Roles and responsibilities within teams are delegated clearly and understood by all team members.				
	5. Cross-team coordination occurs and is effective (e.g., cross-grade, cross-subject-area coordination).				
	6. Parents are engaged as team members regarding academic problem solving.				
	7. Parents are engaged as team members regarding problem solving for behavior concerns.				
Element 7. Consider and incorporate <b>contextual factors</b> in prevention and problem solving. These include, but are not limited to, curricula, scheduling, cultural variables, students who are English language learners, resources, community factors, funding, contractual/union-related factors, and developmental considerations.	1. Our school's prevention and problem solving efforts systematically attend to the following factors . . .				
	a. curricula				
	b. scheduling				
	c. cultural variables				
	d. students who are English language learners				
	e. resources				
	f. funding				
	g. community factors				
	h. contractual/union-related factors				
	i. age, grade, and developmental appropriateness of supports.				
Element 8. Systematically use a multi-tiered approach to identify and support students with learning disabilities and behavioral disorders, and make special education eligibility decisions, including use of a <b>dual discrepancy</b> and/or <b>functional assessment</b> approach to diagnosis	2. Multiple school-based and community-based student support initiatives are coordinated and integrated within the school.				
	3. Parent/family goals and expectations are considered as part of our school's team-based problem-solving practices.				
	1. A <b>dual discrepancy approach</b> is used to diagnose specific learning disabilities [SLD].				
	2. Evidence-based instructional interventions are utilized prior to diagnosing specific learning disabilities.				
	3. The fidelity of instructional interventions is monitored and documented prior to concluding that a student is not responsive to an intervention.				
	4. A <b>functional assessment</b> approach is used to understand and intervene with behavior problems.				

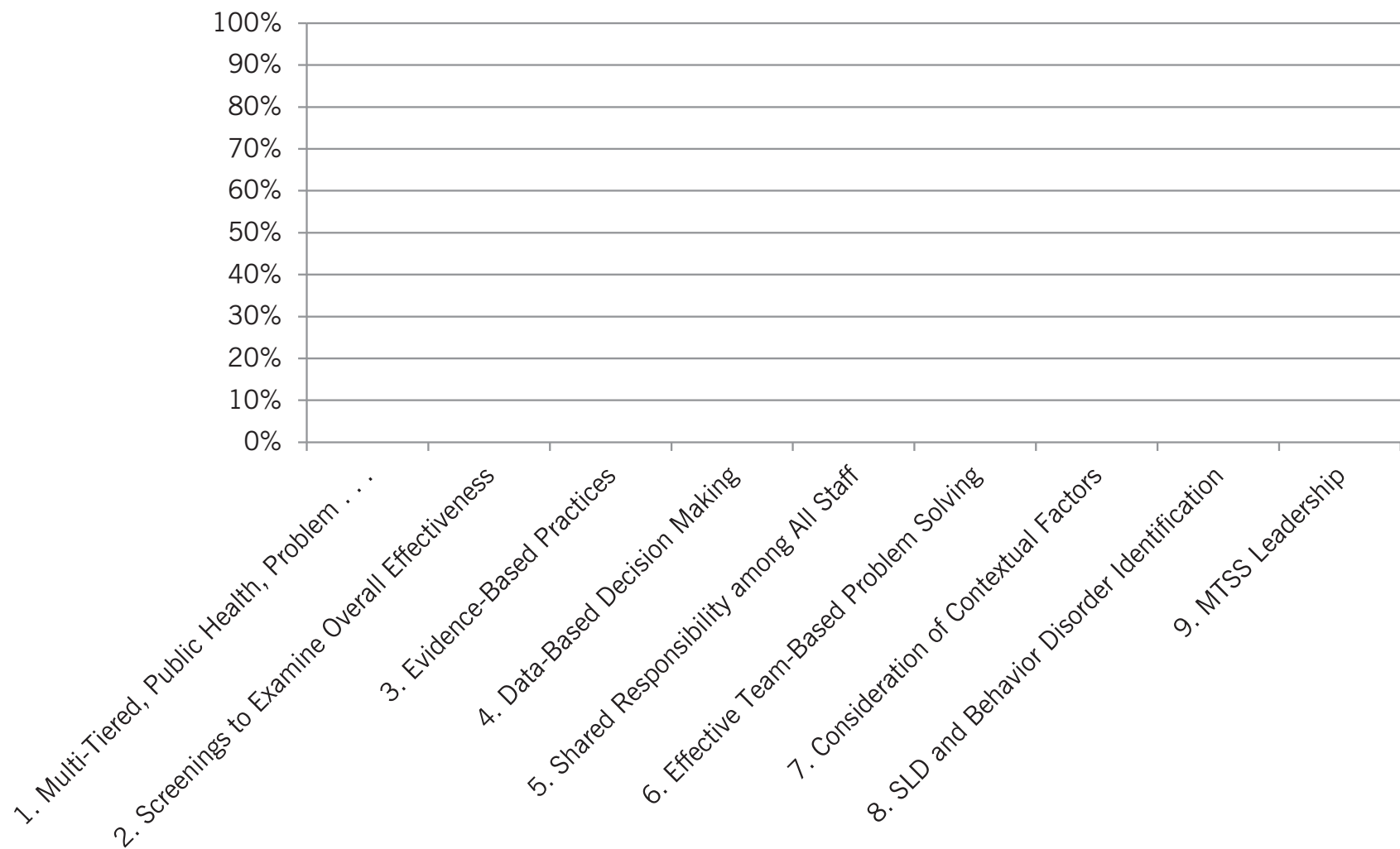
*(continued)*

**Multi-Tiered Systems of Support Needs Assessment—Elementary Version** (page 7 of 9)

<b>Element of MTSS</b>	<b>0 Not Implementing</b>	<b>1 Partially Implementing</b>	<b>2 Mostly Implementing</b>	<b>3 Fully and Consistently Implementing</b>	<b>Current Level of Implemen- tation in Our School:</b>
and documentation of intervention fidelity. <i>Note:</i> High-quality practices in this element are related to and dependent on the use of practices identified in Elements 3 and 4.	5. Evidence-based behavior supports are utilized prior to diagnosing behavioral disorders.				
	6. The fidelity of behavior supports/interventions is monitored and documented prior to concluding that a student is not responsive to an intervention.				
	7. When data indicate that there may be a disability, families are informed of their due process rights.				
Element 9. Provide strong, ongoing <b>leadership</b> for MTSS administration, staff development, and supervision of activities/personnel.	1. The efforts of the MTSS leadership team are supported with adequate budgeting and other resources.				
	2. The MTSS leadership team conducts effective meetings.				
	3. The MTSS leadership team organizes and supports MTSS-related assessment activities, including provision of staff training.				
	4. The MTSS leadership team organizes and supports MTSS-related curricula and intervention program development, including provision of staff training.				
	5. The MTSS leadership team facilitates the integration of technology into MTSS initiatives.				
	6. The MTSS leadership team utilizes and coordinates MTSS-related activities with districtwide resources.				
	7. The MTSS leadership team aids in the development of a K–12 continuum of MTSS services and activities.				
	8. The MTSS leadership team organizes and supports staff development opportunities regarding parent/family engagement in MTSS-related activities.				

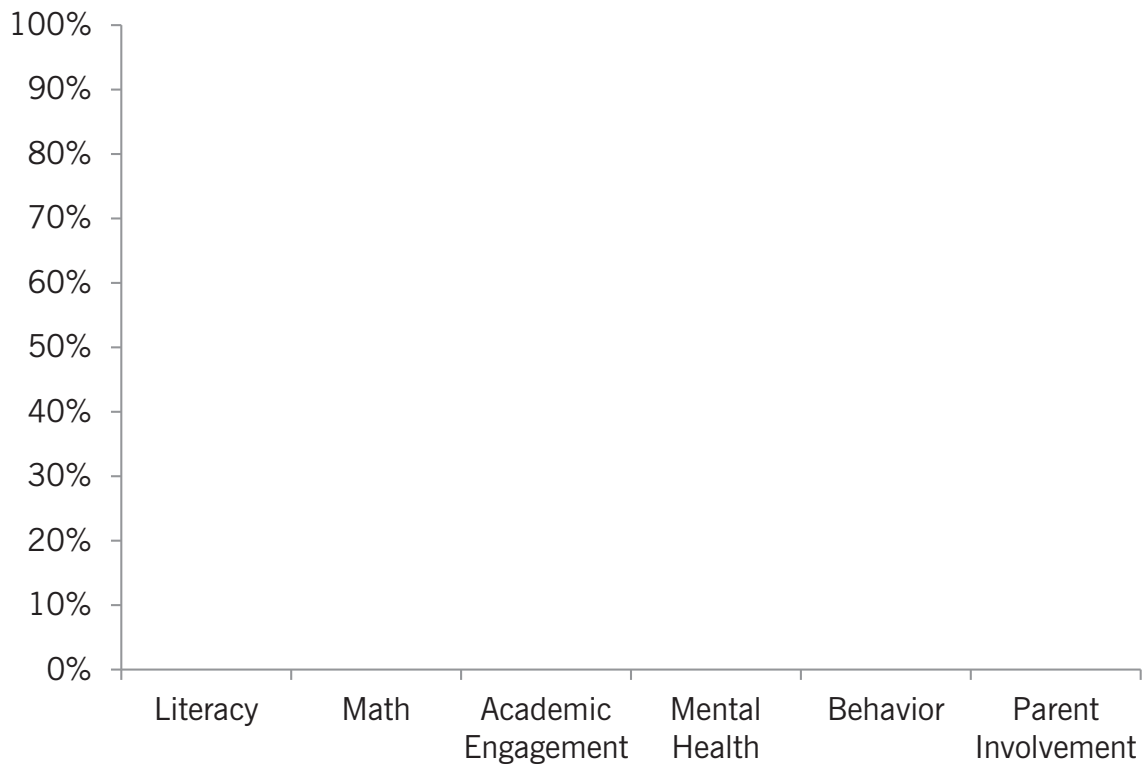
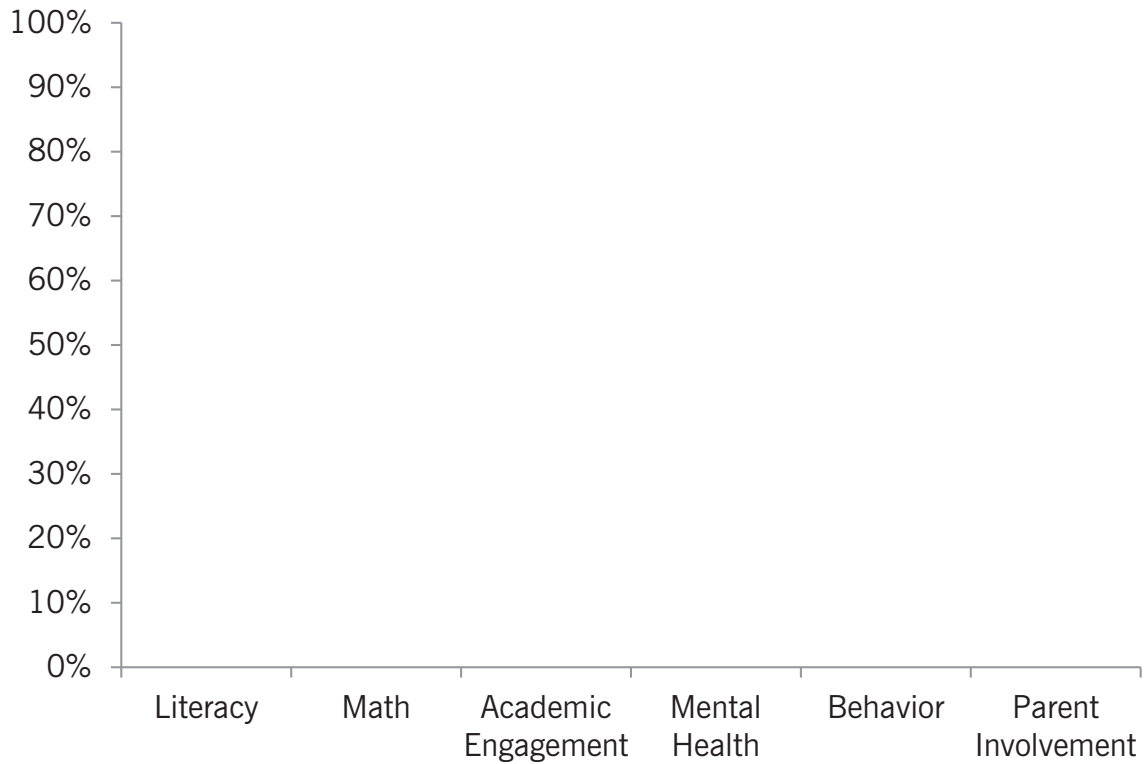
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Multi-Tiered Systems of Support Needs Assessment—Elementary Version (page 8 of 9)



(continued)

**Multi-Tiered Systems of Support Needs Assessment—Elementary Version** (page 9 of 9)



## APPENDIX 3.5

# Multi-Tiered Systems of Support Needs Assessment— Secondary Version

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
Element 1. Staff is knowledgeable about, organizes, and delivers school-based services using a <b>multi-tiered model</b> of service delivery. This service delivery incorporates both a systematic approach to the prevention of school difficulties for most students (a <b>public health model</b> ) and a systematic approach to resolving identified system-level and student-level difficulties (a <b>problem-solving model</b> ).	1. In general, our staff understands and supports the rationale and components of a <b>multi-tiered model</b> of service delivery, and this model guides our practices.				
	2. In general, our staff understands and supports the rationale and components of a <b>public health model</b> of preventive service delivery, and this model guides our practices.				
	3. In general, our staff understands and supports the rationale and components of a <b>problem-solving model</b> of service delivery, and this model guides our practices.				
Element 2. Identify and conduct periodic schoolwide <b>screenings</b> of all students to examine the overall effectiveness of our school, both currently and over time. Screening data are examined from a prevention orientation, and are used to evaluate the overall “health” of all students in the school. The data are also disaggregated to assess the achievement of subgroups (e.g., freshmen, females/males, English language learners, students receiving special education services). Consider the reliability, validity, and usefulness of assessment tools. <i>Note:</i> Element 4 focuses on the use of screening data for purposes of identifying <i>individual</i> students at risk for or experiencing problems.	1. In the area of academic skills/achievement in <b>literacy</b> (e.g., STAR, portfolios, summative course grades) . . .				
	a. A system for periodic <b>screening</b> of academic achievement is organized and utilized.				
	b. We have reliable, valid, and useful tools for screening.				
	c. We regularly evaluate the overall health of our school by examining the most current data for all students.				
	d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).				
	e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.				
	2. In the area of academic skills/achievement in <b>math</b> (e.g., STAR, portfolios, summative course grades) . . .				
	a. A system for periodic screening of academic achievement is organized and utilized.				
	b. We have reliable, valid, and useful tools for screening.				
	c. We regularly evaluate the overall health of our school by examining the most current data for all students.				

(continued)

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**Multi-Tiered Systems of Support Needs Assessment—Secondary Version** (page 2 of 8)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
	d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).				
	e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.				
3. In the area of <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades) . . .					
a. A system for periodic screening of academic behavior and engagement is organized and utilized.					
b. We have reliable, valid, and useful tools for screening.					
c. We regularly evaluate the overall health of our school by examining the most current data for all students.					
d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).					
e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.					
4. In the area of <b>mental health</b> and/or <b>personal or interpersonal adjustment</b> (e.g., anxiety, depression, attention problems, substance use, interpersonal relationships/connections) . . .					
a. A system for periodic screening of mental health/personal adjustment is organized and utilized.					
b. We have reliable, valid, and useful tools for screening.					
c. We regularly evaluate the overall health of our school by examining the most current data for all students.					
d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).					
e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.					
5. In the area of <b>problem behavior</b> (e.g., physical and verbal aggression, bullying, violation of school rules) . . .					
a. A system for periodic screening of problem behavior is organized and utilized.					
b. We have reliable, valid, and useful tools for screening.					
c. We regularly evaluate the overall health of our school by examining the most current data for all students.					
d. We regularly evaluate trends in this area over time by examining current and previously collected schoolwide screening data (e.g., comparing schoolwide student performance and growth from fall, winter, and spring, across years).					

*(continued)*

**Multi-Tiered Systems of Support Needs Assessment—Secondary Version** (page 3 of 8)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
	e. We regularly evaluate the achievement of various subgroups of students in our school using screening data.				
Element 3. Design and deliver <b>evidence-based practices</b> (differentiated instruction and systematic supports) for student academic achievement, academic behavior/engagement, mental health and personal adjustment, and appropriate behavior.	1. <b>Evidence-based practices</b> (instruction and supports) are used for <i>all students</i> (Tier 1) in the areas of . . .				
	a. Promoting academic skills/achievement in <b>literacy</b> .				
	b. Promoting academic skills/achievement in <b>math</b> .				
	c. Promoting and supporting student <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).				
	d. Promoting positive <b>mental health/personal</b> and <b>interpersonal adjustment</b> (and preventing problems in areas such as anxiety, depression, attention, substance use, interpersonal relationships/connections).				
	e. Promoting and supporting appropriate, <b>expected behavior</b> (and preventing problem behavior such as physical and verbal aggression, bullying, violation of school rules).				
	2. Supplemental evidence-based practices (instruction and supports) are used for <i>some students</i> (Tier 2 supports are intended to provide additional support to students not fully benefiting from Tier 1 services alone, and are typically delivered in small groups) in the areas of . . .				
	a. Promoting academic skills/achievement in <b>literacy</b> .				
	b. Promoting academic skills/achievement in <b>math</b> .				
	c. Promoting and supporting student <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).				
	d. Promoting positive <b>mental health/personal</b> and <b>interpersonal adjustment</b> (and preventing problems in areas such as anxiety, depression, attention, substance use, interpersonal relationships/connections).				
	e. Promoting and supporting appropriate, <b>expected behavior</b> (and preventing problem behavior such as physical and verbal aggression, bullying, violation of school rules).				
	3. Personalized, intensive, evidence-based practices (instruction and support) are used for <i>small numbers of students</i> (Tier 3 supports are intended to provide individualized support to students who are experiencing significant difficulties) in the areas of . . .				
	a. Promoting academic skills/achievement in <b>literacy</b> .				
	b. Promoting academic skills/achievement in <b>math</b> .				
	c. Promoting and supporting student <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).				
	d. Promoting positive <b>mental health/personal</b> and <b>interpersonal adjustment</b> (and preventing problems in areas such as anxiety, depression, attention, substance use, interpersonal relationships/connections).				

*(continued)*

**Multi-Tiered Systems of Support Needs Assessment—Secondary Version** (page 4 of 8)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
Element 4. Use assessment linked to <b>data-based decision making</b> , with a focus on problem solving. Include assessment for (a) screening/benchmarking decisions, (b) <b>diagnostic and/or functional assessment</b> decisions, and (c) progress monitoring decisions.				e. Promoting and supporting appropriate, <b>expected behavior</b> (and preventing problem behavior such as physical and verbal aggression, bullying, violation of school rules).	
				1. <b>Screening</b> assessments (from Element 2) are used to identify <i>individual students</i> potentially at risk in the areas of . . .	
				a. Academic skills/achievement in <b>literacy</b> .	
				b. Academic skills/achievement in <b>math</b> .	
				c. <b>Academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).	
				d. <b>Mental health/personal</b> and <b>interpersonal adjustment</b> (e.g., anxiety, depression, attention, substance use, interpersonal relationships/connections).	
				e. <b>Problem behavior</b> (e.g., physical and verbal aggression, bullying, violation of school rules).	
				2. <b>Diagnostic</b> and/or <b>functional assessments</b> are conducted to identify specific problem areas/strengths for students at risk in the areas of . . .	
				a. Academic skills/achievement in <b>literacy</b> .	
				b. Academic skills/achievement in <b>math</b> .	
				c. <b>Academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).	
				d. <b>Mental health/personal</b> and <b>interpersonal adjustment</b> (e.g., anxiety, depression, attention, substance use, interpersonal relationships/connections).	
				e. <b>Problem behavior</b> (e.g., physical and verbal aggression, bullying, violation of school rules).	
				3. <b>Progress monitoring</b> assessment is conducted regularly to aid in formative instructional decision making for students at risk in . . .	
				a. Academic skills/achievement in <b>literacy</b> .	
				b. Academic skills/achievement in <b>math</b> .	
				c. <b>Academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).	
				d. <b>Mental health/personal</b> and <b>interpersonal adjustment</b> (e.g., anxiety, depression, attention, substance use, interpersonal relationships/connections).	
				e. <b>Problem behavior</b> (e.g., physical and verbal aggression, bullying, violation of school rules).	
				4. Screening data are analyzed in a timely manner (e.g., every 2–3 weeks) and used to identify at-risk students.	
				5. Diagnostic and/or functional assessment data are analyzed in a timely manner and used to inform instruction/interventions.	
				6. Progress monitoring data are analyzed in a timely manner to make decisions about a student's response to an intervention.	

(continued)

**Multi-Tiered Systems of Support Needs Assessment—Secondary Version** (page 5 of 8)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
	7. Screening, progress monitoring, and diagnostic/functional assessment data are used to support team-based decision making.				
	8. Data reflecting student needs are used to form flexible intervention groups. These groups are flexible in that they are periodically adjusted based on student progress and reexamination of student need for intervention.				
	9. We systematically document and evaluate the extent to which our programs and supports are delivered with fidelity (i.e., programs are implemented as designed and with sufficient intensity).				
	10. Parents/families are systematically informed and included in decision making and problems solving relating to screening, progress monitoring, and diagnostic/functional assessment and decisions.				
Element 5. Promote <b>shared responsibility</b> among all teaching and nonteaching staff, administrators, parents, and students for prevention and problem solving. Of particular importance is collaboration between general and special education and collaboration between specialized support professionals and teaching staff.	1. General education teachers, special education teachers and specialized support staff <i>share responsibility</i> for student progress/outcomes in the areas of . . .				
	a. Promoting and supporting academic skills/achievement in <b>literacy</b> .				
	b. Promoting and supporting academic skills/achievement in <b>math</b> .				
	c. Promoting and supporting <b>academic behavior and engagement</b> (e.g., attendance, homework completion, motivation, study and organizational skills, grades).				
	d. Promoting and supporting positive <b>mental health/personal and interpersonal adjustment</b> (and preventing problems in areas such as anxiety, depression, attention problems, substance use, and relationships).				
	e. Promoting and supporting appropriate, <b>expected behavior</b> (and preventing problem behavior such as physical and verbal aggression, bullying, violation of school rules).				
	2. Nonteaching staff members are involved in providing academic support for students within a multi-tiered framework.				
	3. Nonteaching staff members are involved in providing behavior support for students within a multi-tiered framework.				
	4. Staff regularly involves students as partners in prevention, problem solving, and decision making relating to the areas noted in Item 1 above.				
	5. Staff regularly involves parents/families as partners in prevention, problem solving, and decision making relating to the areas noted in Item 1 above.				
	6. There is parent/family representation on our MTSS leadership team.				
	7. Parents/families are informed about how curricula programs and practices are used to support their children's achievement in the areas noted in Item 1.				
Element 6. Organize and deliver effective <b>team-based problem solving</b> at each tier in a multi-tiered framework.	1. We conduct effective problem-solving meetings at the building level.				
	2. We conduct effective problem-solving meetings at the grade or content-area level.				

*(continued)*

**Multi-Tiered Systems of Support Needs Assessment—Secondary Version** (page 6 of 8)

Element of MTSS	0 Not Implementing	1 Partially Implementing	2 Mostly Implementing	3 Fully and Consistently Implementing	Current Level of Implemen- tation in Our School:
Element 7. Consider and incorporate <b>contextual factors</b> in prevention and problem solving. These include, but are not limited to, curricula, scheduling, cultural variables, students who are English language learners, resources, community factors, funding, contractual/union-related factors, and developmental considerations.					
Element 8. Systematically use a multi-tiered approach to identify and support students with learning disabilities and behavioral disorders, and make special education eligibility decisions, including use of a <b>dual discrepancy</b> and/or <b>functional assessment</b> approach to diagnosis, and documentation of intervention fidelity. <i>Note:</i> High-quality practices in this element are related to and dependent on the use of practices identified in Elements 3 and 4.					

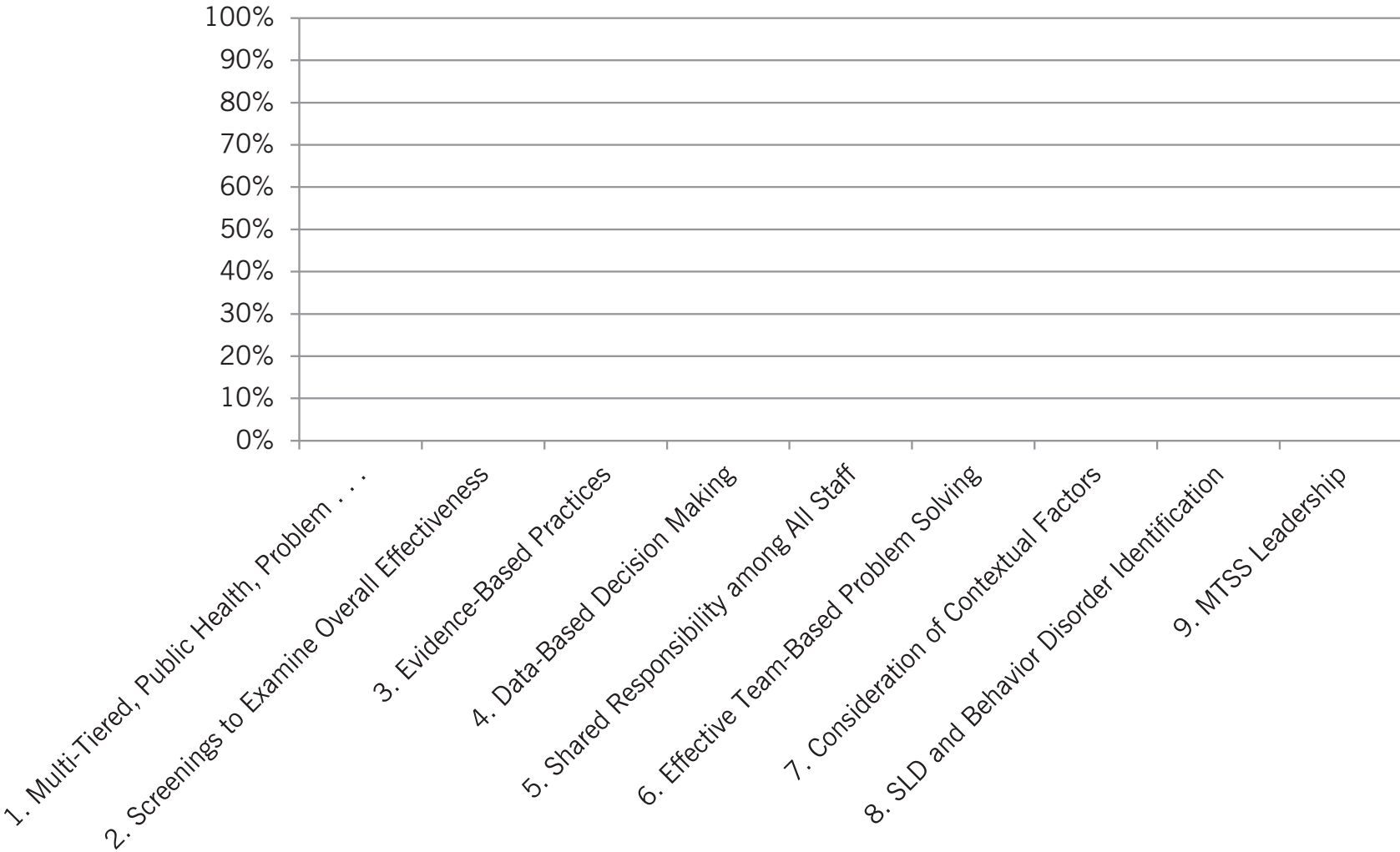
*(continued)*

**Multi-Tiered Systems of Support Needs Assessment—Secondary Version** (page 7 of 8)

<b>Element of MTSS</b>	<b>0 Not Implementing</b>	<b>1 Partially Implementing</b>	<b>2 Mostly Implementing</b>	<b>3 Fully and Consistently Implementing</b>	<b>Current Level of Implemen- tation in Our School:</b>
Element 9. Provide strong, ongoing <b>leadership</b> for MTSS administration, staff development, and supervision of activities/personnel.	1. The efforts of the MTSS leadership team are supported with adequate budgeting and other resources.				
	2. The MTSS leadership team conducts effective meetings.				
	3. The MTSS leadership team organizes and supports MTSS-related assessment activities, including provision of staff training.				
	4. The MTSS leadership team organizes and supports MTSS-related curricula and intervention program development, including provision of staff training.				
	5. The MTSS leadership team facilitates the integration of technology into MTSS initiatives.				
	6. The MTSS leadership team utilizes and coordinates MTSS-related activities with district-wide resources.				
	7. The MTSS leadership team aids in the development of a K–12 continuum of MTSS services and activities.				
	8. The MTSS leadership team organizes and supports staff development opportunities regarding parent/family engagement in MTSS related activities.				

*(continued)*

Multi-Tiered Systems of Support Needs Assessment—Secondary Version (page 8 of 8)



### APPENDIX 3.6

## Integrated Academic and Behavior Request for Assistance Form

Date: \_\_\_\_\_ Teacher/Team: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ IEP (circle): Yes No

Concerns (circle): ACADEMICS SOCIAL BEHAVIOR BOTH

Academic strengths (identify at least two): \_\_\_\_\_

Social strengths (identify at least two): \_\_\_\_\_

Interests (identify at least one): \_\_\_\_\_

**Routines Analysis:** For each period/activity, circle academic skill deficits (upper row of numbers), likelihood of problem behavior (lower row of numbers), and specific concerns.

Schedule (Times)	Period/Activity	Academic Skill Deficits						Specific Academic Deficits and/or Problem Behaviors
		Likelihood of Problem Behavior						
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

(continued)

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**Integrated Academic and Behavior Request for Assistance Form** (page 2 of 3)

Schedule (Times)	Period/Activity	Academic Skill Deficits						Specific Academic Deficits and/or Problem Behaviors
		Likelihood of Problem Behavior						
		Low			High			
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

**Identify Patterns:** Examine the periods of greatest concern. Do the periods with high academic ratings also have high behavior ratings?

**Specific Academic Concerns (if needed):**

Content Area(s)	Specific Academic Needs

Provide most recent screening/progress monitoring data in areas of concern:

Date: \_\_\_\_\_ Content Area: \_\_\_\_\_ Score(s): \_\_\_\_\_

Date: \_\_\_\_\_ Content Area: \_\_\_\_\_ Score(s): \_\_\_\_\_

Date: \_\_\_\_\_ Content Area: \_\_\_\_\_ Score(s): \_\_\_\_\_

What have you tried/used? How has it worked?

(continued)

Integrated Academic and Behavior Request for Assistance Form (page 3 of 3)

**Specific Behavior Concerns (if needed):**

Situations	Problem Behaviors	Most Common Result
What have you tried/used? How has it worked?		

**Integrated Concerns:** If academic task requests lead to problem behavior, describe the requests in detail below.

Academic tasks (e.g., reading, long division) that lead to problem behavior
What tasks are MORE likely to lead to problem behavior?
What tasks are LESS likely to lead to problem behavior?
Types of requests (e.g., read aloud, seatwork) that lead to problem behavior
What types of requests are MORE likely to lead to problem behavior?
What types of requests are LESS likely to lead to problem behavior?

How have you informed parents/caregivers? \_\_\_\_\_

**Date of Meeting:** \_\_\_\_\_

### APPENDIX 3.7

## Inventory for Identifying MTSS Assessment Needs

<b>Content Area:</b> _____	<b>Questions</b>		
<b>Tool (e.g., assessment, measure, test)</b>	<b>Is it required?</b>	<b>Are data high quality?</b>	<b>What modifications are needed?</b>
<b>Fidelity of Implementation</b>			
1.			
2.			
3.			
4.			
5.			
Fidelity of Implementation Needs:			
<b>Screening</b>			
1.			
2.			
3.			
4.			
5.			
Screening Needs:			

(continued)

**Inventory for Identifying MTSS Assessment Needs** *(page 2 of 2)*

<b>Tool (e.g., assessment, measure, test)</b>	<b>Is it required?</b>	<b>Are data high quality?</b>	<b>What modifications are needed?</b>
<b>Diagnostic Assessment</b>			
1.			
2.			
3.			
4.			
5.			
Diagnostic Assessment Needs:			
<b>Progress Monitoring</b>			
1.			
2.			
3.			
4.			
5.			
Progress Monitoring Needs:			
<b>General Outcomes Measurement</b>			
1.			
2.			
3.			
4.			
5.			
General Outcome Measurement Needs:			

### APPENDIX 3.8

## Tiers 2 and 3 Intervention Tracking Tool

**Directions:** Use this form to summarize information about how much each Tier 2 or 3 academic or behavioral intervention is used, how well students are responding to it, and how well it is being implemented. Information from benchmark or progress monitoring assessments is used to complete this form. If there are multiple sections or groups of the same intervention, record information separately for each section/group. Update monthly.

Intervention (list each below)		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
	No. of students participating in the intervention									
	No. of students responding/ making adequate progress									
	Percent of students responding/ making adequate progress									
	Average fidelity of implementation score									
	No. of students participating in the intervention									
	No. of students responding/ making adequate progress									
	Percent of students responding/ making adequate progress									
	Average fidelity of implementation score									

(continued)

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## Tiers 2 and 3 Intervention Tracking Tool (page 2 of 2)

[illegible]

## SCHOOL-LEVEL TEAM CHECKLIST FOR INTEGRATING PRACTICES

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The team adopts schoolwide and classroom interventions based on their evidence base.			
2. Interventions are selected and organized along a tiered continuum that increases in intensity (e.g., frequency, duration, individualization, expertise in support).			
3. The team creates and maintains an MTSS Quick Audit to map the continuum of interventions provided in the school.			
4. The team creates and maintains a Tier 2 Function-Based Intervention and Resource Mapping Worksheet to map their academic and behavior interventions onto the function of problem behavior.			
5. Grade-level teams complete Integrated Instructional Plans at least twice per year.			
6. Academic and behavior practices are implemented (a) with fidelity (Chapter 3) and (b) in line with the six principles of quality of instruction (see pp. 114–118).			
7. Schoolwide behavior expectations are identified and taught to promote prosocial behavior, increase instructional time, and remove distractions from instruction.			
8. Classroom management systems are consistent with the schoolwide PBIS systems (e.g., same as schoolwide expectations, access to schoolwide acknowledgment).			
9. Classroom teachers provide explicit instruction in how the schoolwide behavior expectations apply to their classrooms.			
10. Classroom teachers provide explicit instruction in classroom routines (e.g., turning in assignments, transitions to and from classroom, requesting assistance) that is consistent with schoolwide expectations.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

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## DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING PRACTICES

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The district team creates and maintains a district-level MTSS Quick Audit to map the continuum of interventions supported within the district.			
2. The district team develops and maintains a list of recommended evidence-based practices across the tiered continuum for both academic and behavior support.			
3. The district team collects and shares sample MTSS Quick Audits, Tier 2 Function-Based Intervention and Resource Mapping Worksheets, and Integrated Instructional Plans.			
4. The district team supports school-level teams in selecting evidence-based practices based on their existing practices, resources, and needs.			
5. The district team provides schools with access to materials and training in implementing recommended interventions with fidelity.			
6. The district team conducts needs assessments to identify additional practices that may be needed in schools.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

**APPENDIX 4.1**

**MTSS Quick Audit**

School: \_\_\_\_\_

Date: \_\_\_\_\_

Grade Level/Classroom: \_\_\_\_\_

Domain: \_\_\_\_\_

**List practices (strategies, programs)**

ALL (Tier 1):

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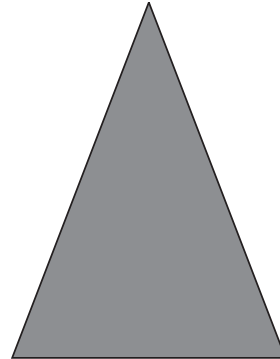
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SOME (Tier 2):

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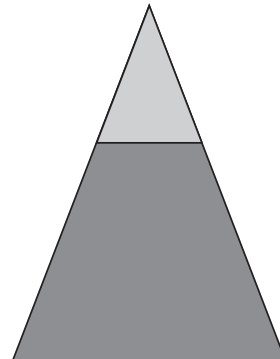
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FEW (Tier 3):

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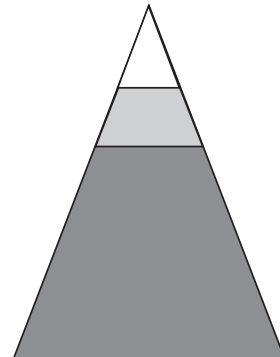
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## APPENDIX 4.2

# Tier 2 Function-Based Intervention Resource Mapping Worksheet

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Purpose:** This worksheet is designed to be used as a map when discussing function-based behavior support needs. Use it as a reference when selecting intervention options for individual students or identifying school needs for additional practices.

**Tier 2 interventions defined:** *Common features include (1) additional skills instruction and practice, (2) increased structure and prompts, (3) increased feedback, (4) provided in the same way to most students, and (5) available to anyone within 72 hours.*

**Instructions:** List the targeted interventions that are available in your school across the top. Identify the possible functions (or features) that the intervention is designed to support by putting an X in each cell.

*Examples:*

- Check-in/check-out offers predictable adult attention, structure, feedback, and additional functions (e.g., peer attention, escape) with slight modifications.
- Social skills groups may offer adult and peer attention and instruction in skills to request choices or appropriate task avoidance.

Tier 2 Interventions → Features ↓					
Access to adult attention					
Access to peer attention					
Access to choice of alternative activities					
Options for avoiding aversive activities					
Options for avoiding aversive social attention					
Additional structural prompts for “what to do” throughout the day					
At least five structured times each day to receive feedback					
School–home communication system					
Option to adapt into a self-management system					

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### APPENDIX 4.3

## Integrated Instructional Plan: Literacy and Behavior

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

Team Members: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** After reviewing your grade-level data, complete the cells below. The purpose of this tool is to direct support efforts within and across all classes for the grade level.

**Literacy Focus:**

**Behavior Focus:**

(continued)

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Integrated Instructional Plan: Literacy and Behavior (page 2 of 4)

		Students	Program and Materials	Integrated Academic and Behavior Considerations (universal focus)	Instructor	Time/Days	Progress Monitoring	Weeks Until Next Benchmark
<b>Benchmark/Universal Support</b> For all students, provide a scientifically-based core program that focuses on the “Big Ideas” of each domain, and is effective for meeting the needs of most (≥ 80%) of students.	<b>Literacy</b>	All students						
	<b>Behavior</b>	All students						

(continued)

Integrated Instructional Plan: Literacy and Behavior (page 3 of 4)

		Students	Program and Materials	Integrated Academic and Behavior Considerations (universal focus)	Instructor	Time/Days	Progress Monitoring	Weeks Until Next Benchmark
<b>Strategic/Targeted Intervention</b> For students not making adequate progress with core. Students with similar needs are grouped and provided intervention in specific areas, based on student need and "Big Ideas."	<b>Literacy</b>							
	<b>Behavior</b>							

(continued)

Integrated Instructional Plan: Literacy and Behavior (page 4 of 4)

		Students	Program and Materials	Integrated Academic and Behavior Considerations (universal focus)	Instructor	Time/Days	Progress Monitoring	Weeks Until Next Benchmark
<b>Intensive/Individualized Support</b> For students having significant challenges that are unlikely to be supported by core and strategic support. Students are provided highly specific and individualized interventions derived from assessment results.	<b>Literacy</b>							
	<b>Behavior</b>							

## SCHOOL-LEVEL TEAM CHECKLIST FOR INTEGRATING TEAMS

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The school leadership completes an audit (i.e., identifies teams, purposes, and membership) to identify teams that could be dissolved, integrated, or take on integrated roles.			
2. All teams in the school have clear missions and purposes that do not overlap with each other.			
3. All teams in the school have regular meeting times and spaces.			
4. All teams in the school establish norms and expectations for team members.			
5. All teams in the school define meeting roles and procedures for assigning backup roles as needed.			
6. All teams in the school use a structured agenda and common problem-solving process.			
7. All teams in the school use agreed-upon decision rules for assessing student progress and making instructional and intervention adjustments.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

## DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING TEAMS

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The district leadership completes an audit (i.e., identifies teams, purposes, and membership) to identify district teams that could be dissolved, integrated, or take on integrated roles.			
2. All teams in the district have clear missions and purposes that do not overlap with each other (or overlap purposefully).			
3. All teams in the district have regular meeting times and spaces.			
4. All teams in the district establish norms and expectations for team members.			
5. All teams in the district define meeting roles and procedures for assigning backup roles as needed.			
6. All teams in the district use a structured agenda and common problem-solving process.			
7. The district leadership provides schools with recommended decision rules for assessing student progress and making instructional and intervention adjustments.			
8. The district leadership develops an annual timetable/calendar of common activities and decisions for school teams to use in defining meeting agendas.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

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## APPENDIX 5.1

### School Leadership Team Meeting Agenda

School: \_\_\_\_\_ Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Note Taker/Recorder: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Data Coordinator: \_\_\_\_\_

Active Team Members Present: \_\_\_\_\_

#### Team Purpose:

#### 1. Celebrate Successes (5 minutes):

#### 2. Review Tier 1 Implementation Data (10 minutes):

- a. Review most recent fidelity data.
- b. What barriers are interfering with implementation?
- c. What can we do to improve implementation? Update action plan below.

#### 3. Review Tier 1 Student Outcomes Data (15 minutes):

- a. Review most recent student outcomes data.

(continued)

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## School Leadership Team Meeting Agenda *(page 2 of 3)*

- b. What can we do to improve outcomes? Update action plan below.

### 4. Ongoing Business (15 minutes):

- a. Review issues and action items from previous meeting.

i. What is status (completed, in process, not started)?

ii. What do we need to continue/stop/add?

### 5. New Business (10 minutes):

- a. What new issues need to be addressed to ensure improved implementation and/or outcomes?

- b. What are continuing barriers or risks to implementation?

### 6. Meeting Self-Assessment (5 minutes):

Evaluation of Team Meeting	Yes	So-So	No
1. Did we follow our expectations in the meeting today?			
2. Did we focus on our team's purpose in the meeting today?			
3. Did we do a good job of completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student outcomes?			
If some of the ratings are "So-So" or "No," what can we do to improve things?			

*(continued)*

## School Leadership Team Meeting Agenda (page 3 of 3)

### Ongoing Action Planning Items

[illegible]

## APPENDIX 5.2

### Student Support Team Meeting Agenda

School: \_\_\_\_\_ Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Note Taker/Recorder: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Data Coordinator: \_\_\_\_\_

Active Team Members Present: \_\_\_\_\_

#### Team Purpose:

#### 1. Celebrate Successes (5 minutes):

#### 2. Review Tiers 2/3 Implementation Data (10 minutes):

- a. Review most recent fidelity data.
- b. What barriers are interfering with implementation?
- c. What can we do to improve implementation? Update action plan below.

#### 3. Review Tiers 2/3 Student Outcomes Data (15 minutes):

- a. Review most recent student outcomes data.

(continued)

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**Student Support Team Meeting Agenda** (page 2 of 4)

- b. What can we do to improve outcomes? Update action plan below.

**4. Systems Decisions Updates from Data Coordinator** (5 minutes):

- a. Literacy:
  - i. Students ready to graduate from support.
  
  - ii. Students not being successful (discuss in #5).
  
- b. Behavior:
  - i. Students ready to graduate from support.
  
  - ii. Students not being successful (discuss in #5).

**5. Problem Solving for Individual Students** (15 minutes):

- a. Student(s) of concern:
  - i. Current plan
  
  - ii. Issues
  
  - iii. What do we need to continue/stop/add?

**6. New Referrals for Support** (5 minutes):

- a. What new referrals need to be handled?
  
  
- b. What steps are needed for implementation? Update action plan below.

*(continued)*

## Student Support Team Meeting Agenda *(page 3 of 4)*

### 7. Meeting Self-Assessment (5 minutes):

<b>Evaluation of Team Meeting</b>	<b>Yes</b>	<b>So-So</b>	<b>No</b>
1. Did we follow our expectations in the meeting today?			
2. Did we focus on our team's purpose in the meeting today?			
3. Did we do a good job of completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student outcomes?			
<b>If some of the ratings are "So-So" or "No," what can we do to improve things?</b>			

### Ongoing Action Planning Items

<b>Activity</b>	<b>Who is responsible?</b>	<b>Target start date</b>	<b>Target completion date</b>	<b>How will we know if it's working?</b>

*(continued)*

**Student Support Team Meeting Agenda** (page 4 of 4)

**Tiers 2/3 Student Update Sheet**

Student Name	Referral Date	Initial Meeting Date	1st Review Date	1st Review Consideration	1st Review Period Data	2nd Review Date (2 weeks after initial meeting)	2nd Review Consideration	2nd Review Period Data	3rd Review Date (6 weeks after initial meeting)	3rd Review Period Data
				<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Graduate			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Graduate			
				<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Graduate			<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Graduate			
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## APPENDIX 5.3

### Grade-Level Team Postbenchmarking Meeting Agenda

School: \_\_\_\_\_ Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Note Taker/Recorder: \_\_\_\_\_

Timekeeper: \_\_\_\_\_

Data Coordinator: \_\_\_\_\_

Active Team Members Present: \_\_\_\_\_

#### Team Purpose:

**Meeting Purpose:** *Develop an instructional plan for ALL students that reflects student need and optimizes student outcomes.*

#### 1. Recap Benchmarking Data Collection Process (10 minutes):

- a. Successes
  
  
  
  
  
  
  
- b. Suggestions for next benchmarking period

#### 2. Review Academic Benchmarking Data (30 minutes):

- a. Review grade-level benchmark goals for:
  - i. Fall
  
  
  
  
  
  - ii. Winter
  
  
  
  
  
  - iii. Spring

(continued)

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### **Grade-Level Team Postbenchmarking Meeting Agenda** (page 2 of 3)

- b. Assess current academic status for both grade level and classroom:
  - i. Percent of students at low risk (at or above benchmark):
  - ii. Percent of students with some risk:
  - iii. Percent of students at risk:
- c. Compare to behavior data (ODRs or systematic screening):
  - i. Percent of students at low risk:
  - ii. Percent of students with some risk:
  - iii. Percent of students at risk:
- d. Compare academic and behavior data to Tier 1 goals (e.g., 80% of students successful with Tier 1 systems).

### **3. Write/Revise Grade-Level Instructional Plan until Next Benchmark (45 minutes):**

- a. Review previous plan in light of Tier 1 goals. Discuss any needed changes.
- b. Design instructional plan specifics.
  - i. Identify interventions, instructors, and schedule for students to access the interventions.
  - ii. Identify students who will receive progress monitoring, and by whom.
- c. Finalize action plan.
  - i. Identify action plan steps for implementation.
  - ii. Identify additional support that may be needed to implement plan.
  - iii. Assign tasks.
  - iv. Set follow-up dates.

(continued)

## Grade-Level Team Postbenchmarking Meeting Agenda (page 3 of 3)

### 6. Meeting Self-Assessment (5 minutes):

Evaluation of Team Meeting	Yes	So-So	No
1. Did we follow our expectations in the meeting today?			
2. Did we focus on our team's purpose in the meeting today?			
3. Did we do a good job of completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student outcomes?			
If some of the ratings are "So-So" or "No," what can we do to improve things?			

### Ongoing Action Planning Items

[illegible]

## SCHOOL-LEVEL TEAM CHECKLIST FOR INTEGRATING DISTRICT SUPPORT

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The school leadership team regularly (e.g., yearly) asks various stakeholders (e.g., students, families, staff) to identify shared values and how MTSS is meeting their needs (e.g., through surveys, community nights, focus groups).			
2. The school leadership team presents data on implementation and outcomes to district administrators and the school board to advocate for district support of MTSS.			
3. To the greatest extent possible, the school leadership team embeds MTSS implementation into (a) job descriptions, (b) postings, and (c) hiring preferences.			
4. The school leadership team regularly (e.g., yearly) identifies barriers to implementation and implements plans or requests district support to overcome them.			
5. The school leadership team acts (e.g., through hiring and training) to build in-school expertise in MTSS implementation.			
6. The school leadership team helps build MTSS capacity among staff by bringing new members onto the team each year and sending members to relevant trainings.			
7. The school leadership team maintains regular communications (including sharing successes) with district teams.			
8. The school leadership team requests coaching support when needed.			
9. The school leadership team networks with other school teams to share their successes and barriers to overcome.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

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## DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING DISTRICT SUPPORT

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The district administration establishes teams (or a team) to serve the following functions: (a) cabinet (i.e., executive leadership), (b) implementation support, and (c) training and coaching.			
2. Teams establish a cabinet liaison and an MTSS coordinator to facilitate team efforts.			
3. Teams use a process to identify the shared values of various stakeholders (e.g., students, families, staff).			
4. The cabinet team builds an integrated MTSS model into various district policies (e.g., prioritizing resources, professional development).			
5. The cabinet team embeds MTSS implementation into (a) job descriptions, (b) postings, and (c) hiring preferences.			
6. Teams regularly identify barriers to school implementation and implement plans to overcome them.			
7. The implementation support team ensures that data systems are designed to generate meaningful information for decision making.			
8. Teams use evaluation from information systems to provide performance feedback to improve implementation at all levels.			
9. The district has access to training and coaching capacity and acts to build local training and coaching capacity.			
10. The training and coaching providers conduct professional development through a common training calendar that includes (a) MTSS orientations, (b) administrator academies, (c) trainings for coaches, (d) peer networking, and (e) special topics.			
11. The district makes coaching available to schools and differentiates access by need for support (e.g., standard, supplemental, focused).			
12. The training and coaching providers hold training and regular meetings (e.g., quarterly) for those who provide coaching in the district.			
13. The training and coaching providers hold regular school team networking sessions (e.g., quarterly) for school teams to share their successes and barriers to overcome.			
14. The implementation support team regularly (e.g., quarterly) self-assesses the district's capacity for providing support (e.g., District Capacity Assessment) and develops action plan goals based on results.			

(continued)

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DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING DISTRICT SUPPORT *(page 2 of 2)*

<b>Priority for Action Planning (the three most important items from above)</b>	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

## APPENDIX 6.1

# EBISS Systems Coach Self-Assessment

**Kathleen Ryan Jackson and Erin A. Chaparro**  
*Center on Teaching and Learning, University of Oregon, 2014*

EBISS Coach Name: \_\_\_\_\_ Years of Coaching Experience: \_\_\_\_\_

District or Agency: \_\_\_\_\_

Please rate yourself on the specific coaching and content skills required of Systems Coaches supporting districts in the implementation of Effective Behavioral and Instructional Support Systems (EBISS) or Multi-Tiered Systems of Support (MTSS). You can use this self-assessment as a tool to set goals for your own professional development. You can also share these results with your district so that the district office can support you with the appropriate professional development.

**Please identify if you:**

Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

### **A. EBISS Evidence-Based Practices (EBPs):**

I have the knowledge and skills to implement: \_\_\_\_\_

1. Scientifically validated or evidence-based tiered programs for reading.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

2. Scientifically-validated or evidence-based tiered programs for behavior.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

3. Screening of all students to identify students at risk of poor outcomes (reading and behavior).

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

4. Progress monitoring to assess student's reading and behavioral performance, student's rate of improvement, and responsiveness to instruction.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

(continued)

Elements of this assessment were informed by the work of the National Implementation Research Network ([nirn.fpg.unc.edu](http://nirn.fpg.unc.edu)) and the Technical Assistance Center on Positive Behavioral Interventions and Supports ([pbis.org](http://pbis.org)). Specific references and resources can be found at the end.

The development of this assessment was supported by the Oregon Department of Education, through ED Grant No. H323A060007 to the University of Oregon. Reprinted with permission from Kathleen Ryan Jackson and Erin A. Chaparro.

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**EBISS Systems Coach Self-Assessment** (page 2 of 6)

5. Decision-making guidelines and timelines that guide tiered-program implementation.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

6. Data-based decision making that occurs at all levels (i.e., board, district, school, classroom).

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

**B. Leadership and Team Facilitation:**

I have the knowledge and skills to:

---

1. Develop a teaming framework (i.e., EBISS Teaming Framework) to establish communication loops and *Improvement Cycles* between all stakeholders.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

2. Guide teams in the use of *Implementation Stages* (Fixsen et al., 2013).

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

3. Lead completion of a validated district-tiered program fidelity tool annually.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

4. Analyze outcome and fidelity data from district and school(s).

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

5. Develop, align, and monitor district and school(s) action plan(s) using a problem-solving model (e.g., PDSA, TIPS).

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

6. Guide development of Continuous Improvement Plan that links multiple initiatives, district policy, and school(s) practices

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

7. Support design of a district budget that reflects equitable resource allocation and shared responsibility for student outcomes across all district- and school-level departments.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

(continued)

EBISS Systems Coach Self-Assessment (page 3 of 6)

8. Identify important stakeholders, solicit input, and analyze feedback.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

**C. Systems Coordination:**

I have the knowledge and skills to:

---

1. Assess district and school's level of implementation and *readiness* for change.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

2. Assess implementation barriers and make practical recommendations.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

3. Support selection and implementation of EBPs that are a contextual fit for district and school(s).

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

4. Develop action plans that integrate training, coaching, hiring, satisfaction, and evaluations.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

5. Collect, analyze, and report multiple sources of outcome and fidelity data for behavior at Tier 1, 2, and 3 (e.g., *SET*, *BoQ*, *ODRs*, *TFI*, *MATT*, *ISSET*).

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

6. Collect, analyze, and report multiple sources of outcome and fidelity data for literacy at Tier 1, 2, and 3 (e.g., *R-TFI*, *OTISS*, program specific fidelity measures).

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

7. Lead development and presentation of easy-to-read reports on EBP fidelity and student outcomes to multiple stakeholders.

I am fluent with this knowledge

① ② ③ ④

I am skilled to coach others in this area

① ② ③ ④

(continued)

**D. Professional Development and Coaching:**

I have the knowledge and skills to:

---

1. Administer a needs assessment to identify the knowledge and skills district and school teams require prior to MTSS implementation.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

2. Develop and implement a skill-based professional development (PD) service delivery plan in your area of expertise and secure additional supports when needed.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

3. Establish a clearly defined fidelity of implementation system that is conducted regularly to measure staff competence and to develop PD and coaching plans.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

4. Use multiple sources of data to evaluate effectiveness of PD and to inform coaching.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

5. Use multiple sources of data to evaluate effectiveness of coaching and to inform hiring and selection of new staff.

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

6. Develop and implement a districtwide coaching service-delivery plan that responds to the unique needs of individual school(s).

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

7. Coach district leadership teams (e.g., development of decision rules, application of data analysis skills for action planning and resource allocation).

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

8. Coach school leadership teams (e.g., use of decision rules, application of data analysis skills for action planning and resource allocation).

I am fluent with this knowledge

①    ②    ③    ④

I am skilled to coach others in this area

①    ②    ③    ④

(continued)

**SCORING DIRECTIONS:**

The knowledge category and the coaching category each have three different types of scores.

1. Raw item scores are 1, 2, 3, or 4 for each item.
2. Subscale total score is the number of raw points you add up from all items in each section. There are 4 points possible per item.
3. Subscale percentage is the number of points received divided by the number of points possible for that section.

Last you can average the subscale percentages together for your total average percentage.

Please use the table below to calculate subscale scores and percentages.

<b>SYSTEM COACH'S SELF ASSESSMENT: TOTAL SUMMARY SCORE</b>				
<i>I am fluent with this knowledge</i>			<i>I am skilled to coach others</i>	
<b>EBISS EVIDENCE-BASED PRACTICES</b>				
# of items	Points Received/ Points Possible	Percentage of Points Possible	Points Received/ Points Possible	Percentage of Points Possible
6	/24	%	/24	%
<b>LEADERSHIP AND TEAM FACILITATION</b>				
# of items	Points Received/ Points Possible	Percentage of Points Possible	Points Received/ Points Possible	Percentage of Points Possible
8	/32	%	/32	%
<b>SYSTEMS COORDINATION</b>				
# of items	Points Received/ Points Possible	Percentage of Points Possible	Points Received/ Points Possible	Percentage of Points Possible
7	/28	%	/28	%
<b>PROFESSIONAL DEVELOPMENT AND COACHING</b>				
# of items	Points Received/ Points Possible	Percentage of Points Possible	Points Received/ Points Possible	Percentage of Points Possible
8	/32	%	/32	%
	<b>Average Percentage</b>	<b>%</b>	<b>Average Percentage</b>	<b>%</b>

(continued)

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## **Integrated MTSS Implementation Readiness Application**

The purpose of this application process is to help determine school readiness and commitment to the implementation of an integrated academic and behavior multi-tiered systems of support (MTSS) and to participate in the district initiative.

Listed below are requirements for participation in the district's integrated MTSS initiative.

- ☐ A schoolwide MTSS leadership team is identified to attend all required trainings and lead MTSS efforts in the building.
- ☐ Commitment from the school principal to attend all required trainings and allocate the needed time for the initiative's activities (e.g., professional development, trainings, and meetings).
- ☐ Literacy and social behavior are each indicated as one of the top three school improvement goals for this year.
- ☐ Commitment of at least 80% of staff to participate in the MTSS initiative for the next 3 years (please include a statement explaining how this commitment was obtained and documented).
- ☐ Commitment to build resources for implementing the integrated MTSS activities into the annual school budget.
- ☐ Completion of the *Multi-Tiered Systems of Support Needs Assessment* (please include in application).

Please answer the following questions.

1. What are the needs of your students that would be best addressed by an integrated MTSS model?

2. How does the MTSS framework fit into your school culture, philosophy, and values?

(continued)

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## Integrated MTSS Implementation Readiness Application (page 2 of 2)

3. Do you have the adequate staff capacity to implement the MTSS model well? (Please elaborate.)
4. Do you have adequate additional resources to implement the MTSS model well? (Please elaborate.)
5. Describe how this initiative will contribute to the achievement of your school improvement plan.
6. Describe other initiatives that you are currently implementing in the areas of social behavior and literacy. How long have these initiatives been under way? How do these initiatives support or compete with MTSS? How do you plan to integrate MTSS into your current initiatives?

## SCHOOL-LEVEL TEAM CHECKLIST FOR INTEGRATING ENTIRE SYSTEMS

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The school forms an exploration team to decide whether to adopt an integrated MTSS model.			
2. The exploration team completes the hexagon tool (Figure 7.3 and Table 7.1) and MTSS Initiative Alignment Worksheet (Appendix 7.1).			
3. The exploration team informs staff about basic concepts and responsibilities for integration.			
4. The exploration team obtains 100% commitment from administrators and at least 80% commitment from staff to integrate before adopting an integrated MTSS model.			
5. School administrators provide a clear, consistent message of a vision of an integrated MTSS model for staff.			
6. The school leadership team develops and maintains an ongoing action plan for integrating (a) practices, (b) data, and (c) teams, as well as evaluating implementation and outcomes.			
7. The school leadership team builds integration goals and steps into the school improvement plan.			
8. The school leadership team aligns integration with existing initiatives.			
9. School administrators buffer staff against new initiatives during the initial implementation period.			
10. The school leadership team uses an application or selection process to determine the best areas for initial integration.			
11. School administrators provide high rates of reinforcement during the initial implementation period.			
12. The school leadership team establishes a structured process for gathering feedback and improving implementation.			
13. The school leadership team continues to monitor fidelity of implementation and identify ways to make implementation more efficient.			
14. The school leadership team refreshes team membership, bringing new staff on and easing roles of veterans.			

(continued)

**SCHOOL-LEVEL TEAM CHECKLIST FOR INTEGRATING ENTIRE SYSTEMS** *(page 2 of 2)*

<b>Priority for Action Planning (the three most important items from above)</b>	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

## DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING ENTIRE SYSTEMS

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The district team identifies whether the district will support a simultaneous or staggered approach to integration. If staggered, the team selects academics, behavior, or school choice for order of implementation.			
2. The district forms an exploration team to decide whether to adopt an integrated MTSS model.			
3. The district exploration team completes the hexagon tool (Figure 7.3 and Table 7.1) and the MTSS Initiative Alignment Worksheet (Appendix 7.1) for both district and state initiatives.			
4. The district exploration team informs staff about basic concepts and responsibilities for integration.			
5. The district exploration team obtains at least 80% commitment from administrators, staff, and families to integrate before adopting an integrated MTSS model.			
6. District administrators provide a clear, consistent message of a vision of an integrated MTSS model for the district.			
7. The district installation team identifies terminology to align integration with existing initiatives.			
8. District administrators delay implementation of other initiatives to allow time for integration.			
9. District administrators articulate how integration helps schools meet requirements of state initiatives.			
10. The district installation team builds integration goals and steps into the district improvement plan and assists schools in building integration into their school improvement plans.			
11. The district installation team establishes training and coaching systems to support integration.			
12. The district installation team uses an application or selection process to determine enthusiastic pilot schools.			
13. District administrators provide high rates of reinforcement during the initial implementation period.			

(continued)

# DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING ENTIRE SYSTEMS (page 2 of 2)

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
14. The district installation team establishes a structured process for gathering feedback and improving implementation.			
15. The district installation team continues to monitor fidelity of implementation and identify ways to make implementation more efficient.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

## APPENDIX 7.1

### MTSS Initiative Alignment Worksheet

**Directions:** List all existing initiatives (school and/or district), their intended recipients, outcomes measures used to gauge success, and whether they are mandated. Then, for each practice (or model) being evaluated for adoption, complete the worksheet by describing how the practice aligns with each existing initiative (e.g., does it conflict with or duplicate efforts?), and what value it adds for each existing initiative. If multiple options are being evaluated, complete a separate worksheet for each practice. Once complete, consider whether the proposed practice (1) meets a need, (2) could be integrated with or replace an existing initiative, and (3) could make other initiatives (especially mandated ones) better. This value added can be shared with administrators, staff, and the school community to mobilize support for a new practice. In addition, identify any initiatives that can be removed or modified to make room for a new initiative.

**Practice (or model) being evaluated for adoption:** \_\_\_\_\_

Existing Initiative	Intended Recipients	Outcome Measure(s)	Mandated Initiative?	Alignment with Practice Being Evaluated	Value Added by Adopting Practice
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
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Adapted with permission from George Sugai (2010).

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