



## WEST MIFFLIN AREA SCHOOL DISTRICT

### *Multi-Tiered System of Support (MTSS) Manual*

*The mission of West Mifflin Area School District – in partnership with families and community – is to establish a challenging and safe learning environment, where all students will attain the quality education and life experiences to become responsible life-long learners and contributing members of an ever-changing global society.*

## Table of Contents

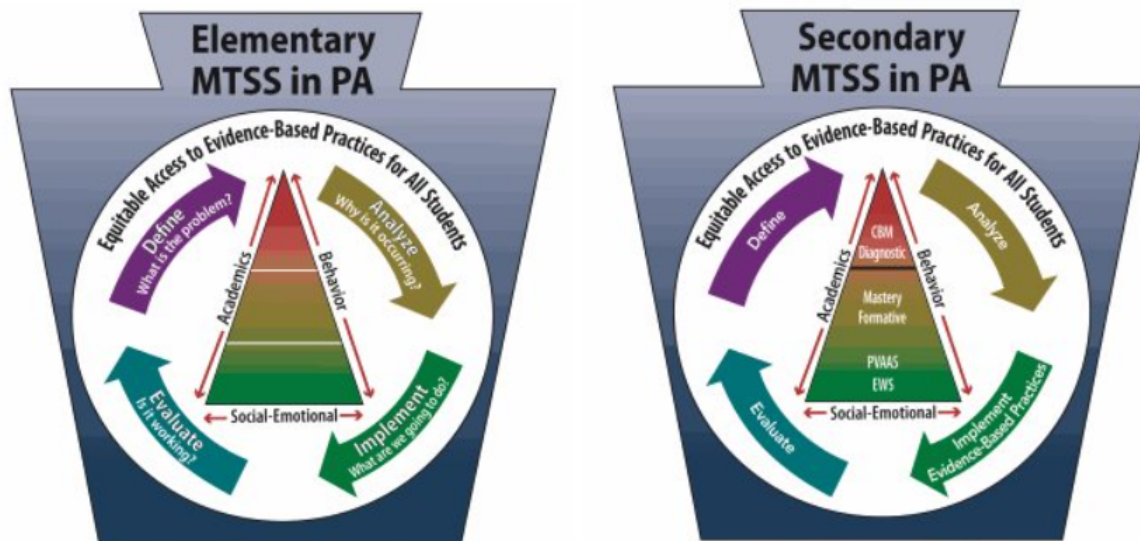
Acknowledgements	3
Overview of Multi-Tiered Systems of Support (MTSS)	4-11
MTSS Teams	12
Elementary MTSS Procedures	13-14
Secondary MTSS Procedures	15
Behavior Interventions	16-17
Elementary Behavior Intervention Matrix	18
Tier 2 Behavioral Strategies	19-21
Tier 3 Behavioral Strategies	22-23
Middle School Behavior Matrix	24-26
High School Behavior Matrix	27-28
Social Skills Instruction	29
Behavior Logistics/Fidelity Checks	30-31

# Acknowledgements

Jeffrey Soles  
Dr. Jeffrey Solomon  
Dr. Dayna Sikora  
Noelle Haney  
Tina Keller  
Dina Fouser  
Chad Licht  
Dr. Hal Minford  
Dr. Chris Hanna  
Sharna Baker  
Dr. Brian Plichta

Superintendent  
Assistant Superintendent  
Director of Special Education  
Director of Pupil Services  
K-5 Math Coach  
K-5 Literacy Coach  
High School Principal  
Middle School 4-8 Principal  
Elementary K-3 Principal-Clara Barton  
Elementary K-3 Principal-Homeville  
TCA Principal

Pennsylvania's Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for all students. Cross-disciplinary teams represented at the district, school, grade, and individual levels use a problem-solving process to integrate evidence-based academic, behavioral, and social-emotional practices matched to student needs and with fidelity of implementation. MTSS enables early identification and intervention for students at risk for academic and/or behavioral difficulties. The MTSS process includes multiple tiers of support that enable educators to improve student achievement using research-validated interventions that closely align with the instructional needs and level of the individual student.



## Tiered Systems

The largest tier forms the base of the support model and establishes best practices that will have the largest effect on the greatest number of people, with a minimal per-person resource requirement. The middle tier(s) offers additional support and services to those who need more assistance to reach program goals, and requires the allocation of moderate resources. The highest tier(s) offers intense support and services to those few who need significant assistance to reach program goals, and requires the greatest allocation of resources per person.

### Tier 1: Core Instruction and Universal Systems

### Tier 2: Targeted Intervention

### Tier 3: Intense and Individualized Intervention

#### **Primary Implementation Logistics K-5 (for students performing below grade level)**

**Level 1** – The district schedule includes protected intervention time during which each teacher facilitates intervention groups for his or her own students in the classroom.

**Level 2** – The district schedule includes protected intervention time during which teachers share students across their grade level in order to facilitate more unique intervention groups than they could each facilitate alone.

**Level 3** – The district schedule includes protected intervention time during which teachers share students across their grade level and across other grade levels as needed, in order to maximize the number of unique intervention groups available for student support.

#### **Secondary Implementation Logistics 6-12 (for students performing below grade level)**

**Level 1** – The district schedule includes frequent and consistent opportunities for students to receive on-going intervention before school, after school, as well as accessible credit recovery options. and

**Level 2** – The district schedule includes intervention courses for students who are performing significantly below grade level.

**Level 3** – The district schedule includes Flex Time multiple times a week during which all students receive instruction that supports growth on their learning continuum.

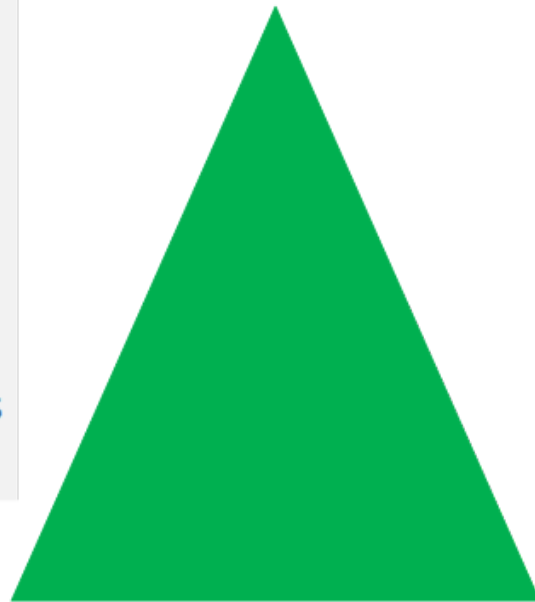
## Tier 1: ALL Students (Core Curriculum) / Benchmark Instructional Level

All students receive Tier 1 instruction. Tier 1 instruction includes high quality, standards-aligned instruction in the core content areas. Classroom teachers implement evidence-based and culturally responsive practices, differentiate their instruction for both large and small groups, foster a positive school climate, and utilize positive behavioral supports. They utilize reliable and valid assessment practices and measures including universal screenings. Approximately 80% of the student population receives only Tier 1 instruction. While 100% of our students are Tier 1 students, typically 20% of students will need additional resources and support beyond the instruction that is provided in Tier 1.

### Tier 1

*GOAL: 100% of students pass  
benchmark assessments*

Tier 1 effective if approx.  
80% are meeting benchmark  
assessments with only access  
to Core.





## Tier 1

Tier 1 includes the core instruction and universal systems that serve as the foundation for behavior, academic, and social-emotional learning. Examples of high quality tier 1 practices include curriculum aligned to evidence-based instructional practices, culture and climate, explicit instruction, and integration such as Positive Behavior Intervention and Supports (PBIS), Alternatives to Suspension, differentiation, and supplementary resources aligned to core instruction. Progress monitoring is essential to determine if the Tier 1 instruction and systems are effective.

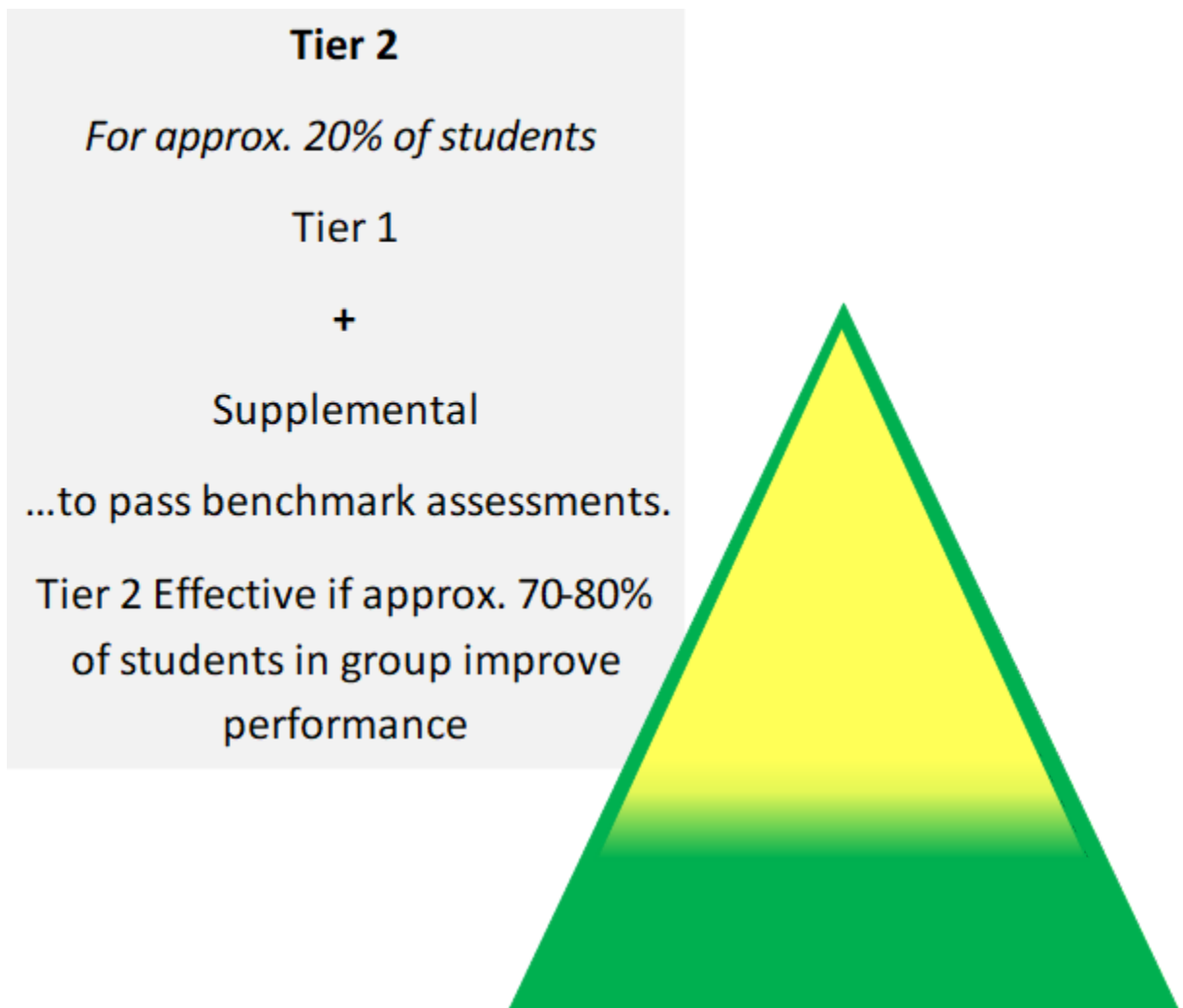
## Differentiation

As unique individuals, students bring to school different strengths, prior knowledge and experiences, home languages, interests, cultures, and learning preferences. It is important to validate these differences and differentiate instruction by modifying content, process, and product in our planning. To ensure that every student grows, some students may need re-teaching opportunities, scaffolding, spiraling, or extra time to process new concepts. Some students may need curriculum compacting or enrichment opportunities such as an independent study project. Some students may need cultural and linguistic support to successfully access the curriculum. Building relationships with students and families, and analyzing data from universal screeners are best practices that help to determine the specific needs of each student, guiding instructional design and the formation of flexible groups.

It is important to consider the whole child, as academic, behavior, and social-emotional competencies together determine the learning trajectories of our students. Tier 1 core instruction and universal systems that address behavioral and social-emotional needs are an integral part of daily curriculum and instruction. School-wide behavior expectations, classroom behavior expectations, and social skills need to be explicitly taught, modeled, and practiced with students of all ages. Through the development of school cultures that embody safety, respect, and responsibility, we establish learning environments that support the social and academic success of all students.

## Tier 2: SOME Students (Core Curriculum + Intervention) / Strategic Instructional Level

Students who do not demonstrate adequate progress and are at risk for academic and/or behavioral difficulties, although they are provided with high quality standards-aligned instruction, receive Tier 2 instruction in addition to Tier 1 instruction. Tier 2 instruction typically includes supplemental small group instruction. Classroom teachers provide strategic instruction, using skill-appropriate resources, that are aligned with a specific need in the regular education classroom. Classroom teachers need to monitor the progress of students receiving Tier 2 interventions more frequently, usually every two to three weeks depending on the skill area being measured. Approximately 15% of the student population receives Tier 2 interventions in addition to core instruction. Students who make acceptable progress in Tier 2 are exited to Tier 1.







TIER 3

TIER 2

TIER 1

## Tier 2

For students who do not maximize their potentials with Tier 1 instruction, Tier 2 intervention plans that target specific needs are created. Tier 2 support is always *in addition* to Tier 1 support and is meant to supplement, not supplant, core instruction. Intervention is delivered in small group using evidence-based materials and resources, and may occur in the classroom or outside of the classroom. Intervention may be delivered by the classroom teacher, specialist, counselor, administrator, or other staff member as appropriate. Some of the most effective intervention models involve student-sharing across a single or multiple grade levels in order to address a wider breadth of student needs.

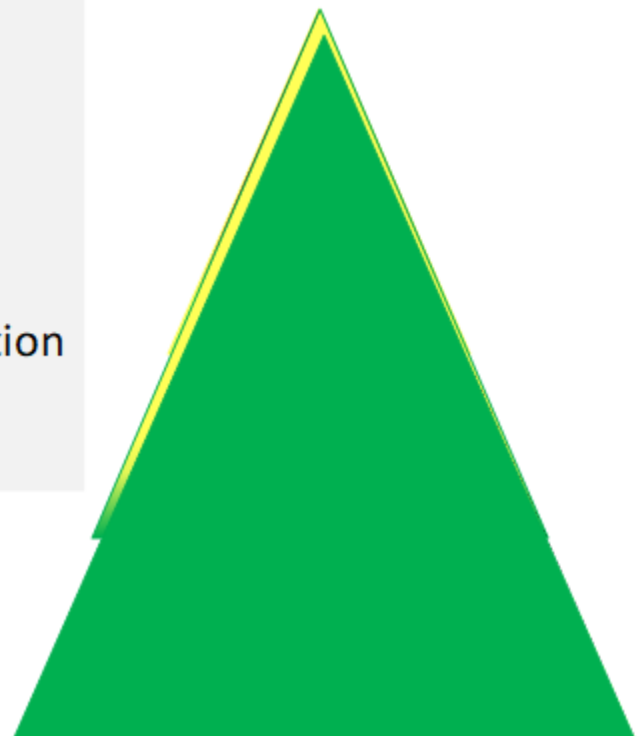
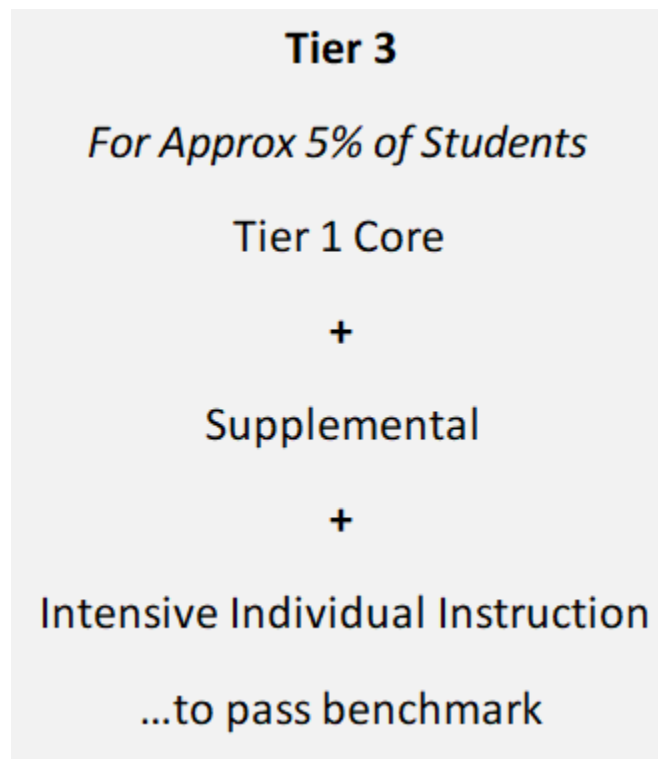
At the tier 2 level of support, authentic assessment data informs the target area of the intervention plan; classroom observations, discipline/behavior logs, student work samples, state-assessment results, curriculum-based measures (CBMs), cognitive ability assessments, and other formative and summative assessments help narrow the focus to the determine the most impactful goal(s) to set for the student. The intervention plan is implemented and progress monitoring data is collected regularly to inform appropriate changes to the plan to ensure the student is making adequate progress.

### Tier 2 Key Features:

1. Data-Based Decision-Making
2. Intervention Plan Creation
3. Evidence-Based Intervention Delivery
4. Progress Monitoring

### Tier 3: A FEW Students (Core Exposure + Replacement) / Intensive Instructional Level

Students who do not demonstrate significant progress within Tier 2 receive Tier 3 instruction in addition to Tier 1 instruction. The achievement levels of students receiving Tier 3 interventions often exist within the significantly below average range. Tier 3 instruction includes standard protocol interventions and evidence-based methodologies to develop specific skills. Teachers utilize very small flexible groups and grade-appropriate supplemental instructional materials to deliver very targeted instruction. Tier 3 instruction can occur outside the regular education classroom. Teachers need to monitor the progress of students receiving Tier 3 interventions weekly or biweekly, depending on the skill area being measured. Approximately 5% of the student population receives Tier 3 interventions in addition to core instruction. Students may repeat (or continue, if this is more relevant to the intervention design) the Tier 3 intervention cycle as determined by the Grade Level Data Analysis Team. Students who make acceptable progress in Tier 3 are returned to Tier 2 supports as determined by the Grade Level Data Analysis Team. Students failing to make acceptable progress at Tier 3 should be brought to the SAP (Student Assistance Program) Team.



## Tier 3

Tier 3 supports are individualized and intense. This level of support is appropriate for students who do not make adequate progress with Tier 2 supports, and for students who are significantly above or below grade-level in academic, behavioral, or social skills. It is not required that students receive Tier 2 supports before receiving Tier 3 supports; rather, intensity of support should always be aligned to intensity of need.



The key difference between Tier 2 and Tier 3 is intensity. Students receiving this level of support who are performing below grade-level receive intervention at a higher frequency and/or longer duration each week, in a smaller group size. For example, at Tier 2 a student may receive academic intervention 3 times a week for 20 minutes each session in a small group of six, and at Tier 3 a student may receive academic intervention 5 times a week for 30 minutes each session in a small group of three. It is important to note that frequency and duration will vary by target area, age, and developmental appropriateness.

Students receiving this level of support who are performing above grade-level or show a potential to learn above grade level may receive curriculum and instruction that greatly differs from that of their peers. For example, a student who has already demonstrated mastery of a specific concept may receive enrichment to push their thinking and mastery to higher levels (Tier 2). Students that are not making progress in Tier 3 must be referred to SAP. If intervention plan through SAP does not show progress as well then student can be referred for special education testing. Data must support the special education referral in order for a permission to evaluate be released to the parent. require specific content at an advanced level and or an evaluation for ACE

### Tier 3 Key Features:

1. Data-Based Decision-Making
2. Intervention Plan Creation
3. Evidence-Based Intervention Delivery
4. Progress Monitoring

## Administration:

- Building-wide data (PSSA, PVAAS, screening data, discipline, attendance, etc.)
- School improvement plans
- Monitor implementation of non-negotiables/fidelity checks
- Identify and address school policies, systems, and practices
- Recommend changes to school policies, systems or practices to improve outcomes for all students
- Develop staff understanding about the cultures of our students and how to incorporate that understanding into classroom management and instruction

## Coaches and Specialists:

- Support implementation of the district's curriculum
- Support implementation of MTSS
- Develop and monitor implementation of the literacy plan
- Contribute to creating and facilitating teacher-led PD opportunities for all faculty
- Support faculty with lesson planning, instruction, and assessment
- Identify struggling students and plan interventions

## MTSS Core Team, SAP Team and Teaching Team:

- To assign evidence-based academic and behavioral methodologies and practices designed for **INDIVIDUAL** students who are not responding adequately to small group/Tier 2 intervention(s) and are at risk academically and/or behaviorally
- Focused on mobilizing intensive supports and services and monitoring response to instruction and intervention through frequent progress monitoring
- Problem-solve individualized intervention(s) based upon student data
- Record baseline, set goal, set exit criteria, monitor progress monitoring data
- Recommend adjustments/ modifications for instruction
- Communicate with parents and teachers regarding student progress
- Determine whether further testing needs to occur

- **Benchmark Assessment Schedule** Beginning of the Year (October), Middle of the Year (January), and End of the Year (May). General Education and Special Education teachers should administer these assessments during the specified testing windows. Specialists and Coaches will help with administration when available.
- Data to be used for review:
  - Elementary K-5:
    - ELA: Acadience Reading, Phonological Awareness Screener for Intervention (PASI), Phonics Screener for Intervention (PSI), OnHands (grade 3)
    - Math: Acadience Math (K-2), HMH Growth Measure, Spring Math (3-5), OnHands (grade 3)
- **Data Forms:**
  - Elementary Tier 1 Screening and Intervention Form ([SIRF](#)):
    - **Analyze data to adjust Tier 1 instruction.** Set Goals for Tier 1, plan for implementation.
    - **Students identified who need Tier 2 supports** (use [SIRF form](#)). Tier II Intervention:
      - If a student is in need of Tier II Intervention, the classroom teacher will provide Tier II Intervention and document data and progress.
      - The classroom teacher will make contact with the parent/guardian to inform them of the student's progress and intervention plan.
      - The classroom teacher will review data and progress after approximately a duration of a 6 - 8 week period and determine if a student is in need of a different Tier I intervention or is in need of a Tier II intervention.
    - **Students identified who need Tier 3 supports** (use [SIRF form](#)). Consultation and Implementation of Tier III:
      - As determined by the meeting between the teacher and the intervention specialists, the Tier III intervention plan will be implemented by the Intervention Specialist.
      - The classroom teacher will make contact with the parent/guardian to inform them of the student's progress and intervention plan.
      - The Intervention Specialist will collect Tier III data and progress while
- **Data Review Meetings**
  - Tier 2 and Tier 3 data is reviewed by MTSS Core Team to check progress and see if students meet exit criteria or need less intense/more intense support.
- **Collaboration with Parent/Guardian**
  - The classroom teacher informs the parent/guardian of the specific concern(s) regarding the student and explains the SAP process.

- **Referral Process to Student Assistance Program (SAP) [SAP Form](#)**
  - The classroom teacher will complete the SAP referral and gather all data and documents. The packet will be submitted to the guidance counselor to be scheduled for discussion in the next available SAP meeting.
- **SAP Team Meeting– Packet**
  - During the SAP meeting, the team reviews all data collected, including the concerns identified by the teacher and the interventions that have already been implemented.
  - The SAP Team will recommend one or more of the following actions:
    - team meeting with the classroom teacher
    - team meeting with the classroom teacher and parent/guardian
    - new strategies / interventions to be implemented
    - referral to building staff members or outside resources
    - referral for further evaluation

The SAP Team may identify specific instructional strategies that may be helpful for the student. The classroom teacher selects one or two strategies that (s)he is comfortable implementing in the classroom.

The SAP Team develops an intervention plan based on the strategies selected by the classroom teacher and identifies the time frame during which the intervention plan will be implemented. The classroom teacher and Intervention Specialist continues to observe, work with, and monitor the student’s progress. The SAP Team modifies the intervention plan as needed.

### **Contact with Parents/Guardians following the SAP Meeting**

- A. The classroom teacher contacts the parent/guardian to discuss the intervention plan determined during the SAP Team Meeting. They invite the parent/guardian to participate a meeting to discuss the assessment of the strategies that have been implemented with the student and document their meetings in PowerSchool. The SAP process will continue regardless of whether the parent/guardian is able to participate. The classroom teacher discusses with the parent/guardian all future actions, which may include the continuation of interventions and implementation of new interventions, or failure to meet skilled interventions without growth supports a referral for testing for special education services eligibility. The SAP Team will submit the completed packet to the building level SAP team leader.

- **Beginning of the Year (October), Middle of the Year (January), and End of the Year (May) Universal Screening Review Data Meetings.**
  - Data to be used for review:
    - 6-8: OnHands Reading and Math, Science Benchmark, ALEKS, CDT
    - 9-12: ALEKS, CDT, Keystones
  - Data Review SIRF Forms ([SIRF Form](#))
    - Examine Tier 1 data to determine needed grade wide support for attendance and/or discipline.
    - Students identified who need Tier 2 supports
    - Students identified who need Tier 3 supports
    - Classroom teacher and team identify the appropriate intervention(s) for the student and the resources that are required to implement the intervention(s). The classroom teacher then implements the intervention(s) with the student groups and/or student and documents the success of the intervention using the Intervention Plan Form linked
- **Data Review Meetings**
  - a. Tier 2 and Tier 3 data is reviewed to check progress and see if students meet exit criteria or need less intense/more intense support.
- **Concerns About Individual Students**
  - a. If a classroom teacher identifies one or more concerns regarding an individual student, counselor sends [SAP Teacher Input Form](#)
  - b. During the SAP meeting, the team reviews all data collected, including the concerns identified by the teacher and the interventions that have already been implemented.
  - c. The SAP Team will recommend one or more of the following actions:
    - team meeting with the classroom teacher
    - team meeting with the classroom teacher and parent/guardian\*
    - new strategies / interventions to be implemented
    - referral to building staff members or outside resources
    - referral for further evaluation. The SAP Team will submit the completed packet to the District Psychologist.

## Behavior Interventions

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

### Benefits of Check In/Check Out (CICO)

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

CICO has shown a decrease in problem behaviors, discipline referrals, and referrals for special education when used with fidelity. CICO is most effective when Tier 1 positive behavior systems and practices are well-established and fully implemented within the school and classroom.

### Check-In Check-Out Daily Routine

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



## Daily Behavior Report Card (DBRC) Overview

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

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

DBRC also provides built-in systems for:

- Monitoring student progress
- Evaluating fidelity of implementation
- Transitioning to self-management
- Communicating with parents/guardians

## Benefits of Daily Behavior Report Card

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

DBRCs has shown a decrease in problem behaviors, discipline referrals, and referrals for special education evaluation. DBRCs are most effective when Tier 1 positive behavior systems and practices are well-established and fully implemented within the school and classroom.

## Daily Behavior Report Card (DBRC) Daily Routine

1. Student receives DBRC each morning from designated staff member (usually CICO mentor), reviews strategies, and sets goal for the day.
2. Teachers provide specific behavior feedback at designated times throughout the day.
3. Teachers mark numerical rating corresponding with each student's behavior.
4. At the end of the day, student checks out with staff member, reviews DBRC data and goals.
5. Points are tallied, and reinforcement/reward provided based on behavior.
6. DBRC ratings are entered into progress monitoring system for analysis and documentation.
7. Student takes DBRC home for parent signature and positive feedback.

## MTSS Behavior Intervention Matrix

Elementary K-3		
Tier 1	Tier 2	Tier 3
Instructional Practices/PBIS Strategies	Interventions	Interventions
<ul style="list-style-type: none"> <li>• School-wide expectations</li> <li>• Classroom expectations (no more than 5)                             <ul style="list-style-type: none"> <li>○ Direct and explicitly taught</li> <li>○ Visually presented</li> <li>○ Developmentally appropriate</li> </ul> </li> <li>• Classroom procedures and routines, directly taught, modeled, practiced, and reviewed</li> <li>• 3:1 ratio of acknowledgements to corrections</li> <li>• Opportunity for movement</li> <li>• Periodic brain breaks</li> <li>• Opportunities for purposeful peer talk                             <ul style="list-style-type: none"> <li>○ Think, pair, share</li> <li>○ Shoulder partner</li> <li>○ Turn and talk</li> </ul> </li> <li>• Active Monitoring</li> <li>• Behavior Narration</li> <li>• Think aloud problem-solving</li> <li>• Fluid Redirection</li> <li>• Positive Reinforcement</li> <li>• Brief Redirection</li> <li>• Offering choices</li> <li>• Opportunities to respond</li> <li>• Opportunities to redo</li> </ul>	<p><b>Check in/Check Out</b></p> <ul style="list-style-type: none"> <li>• Mentor may see up to 10 students</li> <li>• Standardized DBRC</li> <li>• Standardized CICO</li> </ul> <p><b>Social Skills Instruction</b></p> <ul style="list-style-type: none"> <li>• Weekly lessons</li> <li>• Groups of &lt;10</li> </ul> <p><b>Daily Behavior Report Card (DBRC)</b></p> <ul style="list-style-type: none"> <li>• Standardized</li> <li>• Based on school-wide expectations</li> <li>• Includes feedback</li> </ul>	<p><b>Check in/Check Out</b></p> <ul style="list-style-type: none"> <li>• Mentor may see up to 5 students</li> <li>• Individualized DBRC</li> <li>• Individualized CICO</li> </ul> <p><b>Social Skills Instruction</b></p> <ul style="list-style-type: none"> <li>• Daily lessons</li> <li>• Groups of &lt;5</li> </ul> <p><b>Daily Behavior Report Card (DBRC)</b></p> <ul style="list-style-type: none"> <li>• Individualized</li> <li>• Based on behavior function</li> <li>• Includes feedback I</li> </ul>
	<p>Progress Monitoring</p> <p>Data collected daily during each period of day. Analyze data every 4-6 weeks.</p>	<p>Progress Monitoring</p> <p>Data collected daily during each period of the day. Analyze data every 2-3 weeks.</p>

## Daily Behavior Report Card

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Expectations	3	2	1
<b>Safe</b>	Stays in assigned area Respects personal space Uses materials appropriately	Remains in classroom, but out of assigned area Behavior infringing on others' work space Misuse of materials or classroom equipment	Leaves designated area(s) without permission Is physically aggressive or engages in unsafe behavior towards self or others including materials
<b>Respectful</b>	Uses appropriate tone, volume and language Listens to others and talks in turn	Uses negative language, raises voice or yells Makes disruptive comments, talks out of turn	Uses profanity, makes threats or bullying behaviors Frequently talks over others
<b>Responsible</b>	Brings necessary materials and personal items Participates in classroom activities and focuses on work completion consistently	Does not bring materials or other personal items Participates in classroom activities or attempts assignments with or without support at 50% effort	Refuses to bring/use materials, vandalism, theft Refuses to participate or attempt to work

Class Periods	1	2	3	4	5	6	7	8	Points
<b>Safe</b>									
<b>Respectful</b>									
<b>Responsible</b>									
<b>Point Totals:</b>									

Things I did well:

Something to work on:

What reinforcement I'm working towards:







Student Signature \_\_\_\_\_ Staff Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

# Daily Behavior Report Card

## MTSS Social & Emotional Tracker

**Tier 2 (ECE)**  
**Standardized Example**

Student Name: \_\_\_\_\_

Day of the Week		Greeting Time	Circle Time AM	Centers	Small Group Time	Gross Motor	Transitions		Circle Time PM
									
Monday <i>Date</i>									
Tuesday <i>Date</i>									
Wednesday <i>Date</i>									
Thursday <i>Date</i>									
Friday <i>Date</i>									
<b>Teacher Use Only</b>									
					<b>MTSS Team Reflections:</b>				
		Developed	3	What can I do to prevent the behavior? What strategies am I using? What can I do if the behavior occurs? What new skills can I teach?					
		Still Developing	2						
		Needs Improvement	1						

**Tier 2 MTSS**  
**Daily Behavior Report Card**  
**Feedback Examples**

**Helpful tip:** Positive intent is seeing the best in others and creating teachable moments through conflict. We have a choice to see the best or worst. Positive intent increases trust & safety.














<b>DBRC Feedback Examples</b>	
<p><b>Developed</b>            Teacher enthusiastically gives immediate, brief, specific, positive feedback</p>	<p><i>"You did it! You ____ so _____. That was helpful!"</i></p>
<p><b>Still Developing</b>            Teacher gives positive and brief corrective feedback that acknowledges the positive intent of the student's behavior:</p>	<p><i>You did it! You ____ so _____. That was helpful! You wanted __ so you _____. You didn't know what else to do. Next time _____. That will help keep our classroom safe."</i></p>
<p><b>Needs Improvement</b>            Teacher gives brief corrective feedback that acknowledges the positive intent of the student's behavior</p>	<p><i>"You wanted ____ so you _____. You didn't know what else to do. That was hard. Next time _____. That will help keep our classroom safe. You can do it! You got this!"</i></p>





## Daily Behavior Report Card

Student: \_\_\_\_\_

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

**Goal: Keep hands, feet, and objects to self.**

Morning Routine	Reading Writing Table	Shared Reading	Stations	Math Group	Specials	Math Table	Science/ SS	Wrap Up
					PE  Art  Music 			

<b>4= Excellent!</b>  <b>Kept hands, feet and objects to self</b>	<b>3 = Good!</b>  <b>Moved around but did not touch others</b>	<b>2 = Getting there</b>  <b>Touched others but did not hurt anyone</b>	<b>1 = Not ok</b>  <b>Hurt others</b>
--	---	--	--

Student Signature \_\_\_\_\_ Staff Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_

## Daily Behavior Report Card

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

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

Behavior	1	2	3	4	5
Avoids work by being disruptive (loud talking, noises, walking around, touching others, destroying materials, leaving classroom)	Student destroys materials or leaves classroom.	Student walks around, talks loudly, or makes noises during work time.	Student attempts work for 10 minutes then takes 5-minute break in classroom.	Student attempts work and requests break/help from teacher when needed.	Student works consistently on tasks.

Classes	Advisory	Math	History	Science	PE	English	Band	Computer	Total
<b>Score</b>									

Daily Average:

**Things I did well:**

**Something to work on:**

**What reinforcement I'm working towards:**

Student Signature \_\_\_\_\_

Staff Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Observe Problem Behavior

Ignore Behavior Physical Proximity

Verbal Warning, Move Seat, Ask 3 Questions

1. What should you be doing?
2. Do you understand the expectations or should we work on it together?
3. Can you follow the expectation from now on?

- Utilize Classroom Strategies**
- Student Conference
  - Parent notification
  - Loss of privilege
  - Written/verbal apology
  - Planned ignoring
  - Detention
  - Differential attention
  - Conversation with counselor
  - Review school expectations

Is behavior office managed?



Write referral to the office

Is this the 5<sup>th</sup> offense for the same behavior in last 2 weeks?

Refer to SAP and monitor for 2 weeks

Classroom Managed	Office Managed
1. Cheating/plagiarism	1. Continuation of Level I misbehaviors (5)
2. Disrespect	2. Audio and/or video taping without permission
3. Disturbance (minor nature)	3. Cutting class period
4. Violation of dress code	4. Obscene language directed at a teacher, adult, or staff member
5. Food and beverages	5. Walking out of the class without teacher's permission
6. Hall pass violation	
7. Horseplay	
8. Insubordination	
9. Misuse of technology	
10. Obscene language/gesture	
11. Possession of electronics	
12. Possession of non-instructional	
13. Sleeping	
14. Tardy to class	
15. Throwing objects	

Write Referral to the office

Administrator follows discipline matrix.

Administrator provides teacher feedback.



**West Mifflin Middle School  
POSITIVE BEHAVIOR SUPPORT  
STUDENT BEHAVIOR EXPECTATIONS MATRIX**

<b>With PRIDE I'll...</b>	<b>Universal Expectations</b>	<b>Hallways</b>	<b>Classroom</b>	<b>Bus/Van</b>	<b>Bathroom</b>	<b>Gym</b>
<b>Participate</b>	Be part of group discussions and activities.  Know the rules of the school and follow without being asked.	Going only where I need to go  Have only the materials I need	Have materials ready  Complete assignments	Quietly use my game or music  Use appropriate language when talking with others on the bus	Wash hands  Use good hygiene	Engage in assigned activity  Wear appropriate footwear Sit quietly in designated area while receiving directions
<b>Show Responsibility</b>	Keep hands, feet, and objects to self  Listen to and follow all adults' directions during a crisis.	Walk in hallways  Keep right  Ignore negative behaviors  Be aware of surroundings when at my locker.	Keep 4 on the floor (chairs)  Ignore negative behaviors  Keep hands and feet to myself  Stay in assigned area	Remain in seat  Secure my belongings on the bus  Keep my hands and feet to myself	Keep the floor dry  Only enter bathroom with permission by adult Report paper on floor or graffiti	Use equipment appropriately  Wait for instructions  Wear appropriate footwear/clothes
<b>Show Integrity</b>	Use appropriate language/ volume with adults and peers  Keep appropriate personal space.	Clean up around my locker  Listen to all adults  Maintain personal space	Raise hand & wait my turn  Keep my space neat.  Accept adult's decisions	Know my bus #  Be ready to go  Keep volume down  Listen for instructions	Leave bathroom clean  Get in, get done, get going.	Show good sportsmanship
<b>Show Dedication</b>	Stay in designated areas  Use each opportunity to work on assignments.	Keep Moving  Be on time to destination	Stay on task  Use time appropriately  Try my best	Only Exit at my designated stop  Sit in my assigned seat	Use bathroom for intended use	Try my hardest
<b>Show Empathy</b>	Accept individual differences  Give positive greetings  Share concerns with adults	Speak politely and quietly  Be aware of classes	Use kind words  Listen as others speak  Listen to all adults	Sit with others if they need a seat  Support Others	When someone needs bathroom supplies assist them  When someone feels sick find an adult/nurse	Support peers

With PRIDE I'll...	Outside	Cafeteria	Nurse	Scanning	Morning Routine/Homeroom	Woodshop/Specialty Areas
<b>Participate</b>	Engage in outside activity (unless it is free time)  Climb only on appropriate equipment	Stay seated. Know my seat (stay seated until dismissed by adults) Eat food appropriately.	Take my medication while in the nurse's office  Go to the nurse's office with permission	Walk into the building  Enter the building with a voice volume level 1	Walk into the building, in the hallways and in classrooms  Complete morning routines	Complete given task (work the whole time)  Use materials respectfully
<b>Show Responsibility</b>	Keep hands and feet to self  Stay in assigned area  Stay out of parking lot (unless directed otherwise)	Walk through the lunch line  Wait for my turn	Let the nurses know why I am there.  Move out of the way of other people.	Keep hands, feet and belongings to myself  Do not bring noted items to school  Step carefully through the scanner	Follow appropriate voice volumes for given areas  Listen for adults' directions	Use tools appropriately  Use only the materials I have permission to use
<b>Show Integrity</b>	Use appropriate language	Use voice volume 1 or 2 Be polite  Keep hands to self Clean my area (throw trash in bins)	Mind your own business	Use a voice volume level 1  Keep my hands to my belongings only  Turn off electronics before I enter the building	Go only where I have permission to go  Report to homeroom before going anywhere else  Keep my hands to myself	Follow directions given by adults  Appropriate language and volume  Hands and feet to self
<b>Show Dedication</b>	Clean up after myself	Remember food selection.  Take only what I need	Place trash in the trash can  Answer the nurse if asked a question	Wait in line for adults to cue you to move in to be scanned  Place items on the table for adults to check  Remove Hoodies, coats, and hats  Empty pockets if asked	Organize my belongings	Clean area and move on  Closed toe shoes must be worn
<b>Show Empathy</b>	Take care of equipment	Say 'please' and 'thank you' Be Friendly (no one sits alone)	Use polite words with the nurse	Listen for adults' directions  Be polite to those around you.	Greet and respond to peers and adults	Allow other classes to continue without disruption  Respect each other's spaces and projects

# Path of the Titans 9-12 Behavior Response System



**START HERE**

**Encourage Appropriate Behavior and Build Relationships:**

- Instruction of Behavior
- Specific Praise
- Preventative Prompts
- Individual Reinforcers
- Group Contingencies and Reinforcers

Inappropriate Behavior Occurs

**Office-Managed Behavior (major)**

**Classroom-Managed Behavior (minor)**

**Office Discipline Referral**

- e-hall pass or call security for escort
- Submit **Office-Managed** log entry
- Title: **Office Referral**
- Administrator assesses, problem solves, and returns to academic instruction ASAP

- Proximity
- Eye Contact
- Redirect/Verbal Warning
- Praise Appropriate Behavior in Others
- Reteach
- No Credit

*Continue teaching, encouraging, and building relationships*

**Behavior Continues**

- Seating Adjustment
- De-escalation Timeout
- Student Conference
- Loss of Privilege
- Detention
- Informal Inquiries w/ case manager, counselor, admin, teachers, nurse

*If student behavior persists, submit **Classroom Managed** log entry.*

*Continue teaching, encouraging, and building relationships*

**Behavior Continues**

Problem-solving meeting with:

- Family
- School Counselors
- IEP Team
- Student Assistance Team (SAP)

<b>Classroom-Managed Behaviors (minor)</b>	<b>Office-Managed Behaviors (major)</b>
Dress Code	Arson
Dishonesty	Class Cut
Food/ Drinks/Gum	Alcohol/Tobacco/ Drugs
Hallway Disruption	Directed Profanity
Language	Fighting
Missing Work	Insubordination
Off Task	Intimidation
Physical Contact	Internet/Technology
Display of Affection	Repeated Offenses
Property Misuse	Theft
Unprepared for Class	Threat
Excessive Talking	Tardy to School
Tardy to Class	Vandalism
Technology Misuse	Weapons

**Administrative Actions**

- Reteach
- Parent contact
- Counselor referral
- Behavior contract
- Detention
- Social suspension
- ISR
- OSS
- Police referral
- Manifestation meeting
- AEDY
- Functional Behavior Assessment
- Titan Academy

**Behavior does not decrease in intensity and/or frequency**

Enlist the support of the administrator via **Office Referral** log entry.



## THE PATH OF THE TITANS 9-12

	Hallway	Cafeteria	Assembly	Bathroom	Social Media
<b>RESPECTFUL</b>	<ul style="list-style-type: none"> <li>*Use appropriate language &amp; conversation volume level</li> <li>* Value the school's and each other's space and property</li> <li>*Keep one ear clear</li> </ul>	<ul style="list-style-type: none"> <li>*Use appropriate language &amp; conversation volume level</li> <li>* Value the school's and each other's space and property</li> </ul>	<ul style="list-style-type: none"> <li>*Focus on the presentation</li> <li>*Value the school's and each other's space and property</li> <li>*Interact appropriately with performers, presenters, and others</li> </ul>	<ul style="list-style-type: none"> <li>*Allow for one another's privacy</li> <li>* Value the school's and each other's space and property</li> </ul>	<ul style="list-style-type: none"> <li>* Choose kind words and be mindful of privacy</li> <li>*Value diversity in others</li> </ul>
<b>ACCOUNTABLE</b>	<ul style="list-style-type: none"> <li>*Go directly to your destination</li> <li>*Follow adult directives the first time</li> </ul>	<ul style="list-style-type: none"> <li>*Take your proper place in line</li> <li>*Follow adult directives the first time</li> </ul>	<ul style="list-style-type: none"> <li>*Go directly to your destination</li> <li>*Sit in your designated area</li> </ul>	<ul style="list-style-type: none"> <li>*Use the closest bathroom</li> <li>*Go – Flush – Wash - Leave</li> </ul>	<ul style="list-style-type: none"> <li>*Consider the consequences before you post, text, or snap</li> </ul>
<b>PROUD</b>	<ul style="list-style-type: none"> <li>*Leave it better than you found it</li> </ul>	<ul style="list-style-type: none"> <li>*Leave it better than you found it</li> <li>*Use table manners</li> </ul>	<ul style="list-style-type: none"> <li>*Show appropriate gratitude to performers or presenters</li> <li>*Celebrate others' success</li> </ul>	<ul style="list-style-type: none"> <li>*Leave it better than you found it</li> </ul>	<ul style="list-style-type: none"> <li>*Promote yourself and others in a positive manner</li> </ul>

## Social Skills Instruction Overview

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

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

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

### Benefits of Social Skills Instruction

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

### Social Skills Instruction Key Points

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

## Behavior Intervention Logistics and Fidelity Checks

### Logistics

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

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

There are multiple ways to provide all interventions. While the locations and time of day may look different from one school to another or from one grade level to another, it's important for each campus to think through the process and determine a structure that works for them. The table below gives examples of possible providers, times, and locations for the various essential behavior interventions.

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

## Fidelity Checks

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

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

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

### Check in

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

### Check out

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

### DBRC Feedback

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