

1. **Training and Staffing**
 - Facilitate the community of educators in discussing the school's culture and teachers' beliefs, and coming to agreement about shared beliefs and values.
 - Provide existing staff with sufficient training, feedback, and ongoing support in the specific assessment and data management methods to be used.
 - Recruit and hire new staff with the necessary skills to implement an MTSS.
 - Carefully allocate resources to ensure adequate funding for the MTSS initiative.
 - Ensure that the education leaders are engaged and active participants in the development of the MTSS.
2. **Assessment Integrity**
 - Fully and properly train educators to use the specific measure(s) prior to administering, scoring, and interpreting student assessments.
 - Confirm the integrity of the assessment process with checklists and/or observations.
3. **Data Verification**
 - Verify the accuracy of collected data using the "What?" test.
4. **Treatment Integrity**
 - Based on the data collected, develop instructional plans that meet students' needs.
 - Provide any instruction, intervention, or treatment deemed necessary.
 - Ensure that instruction, intervention, and treatments are provided as intended (i.e., with integrity) using treatment integrity checklists.

FIGURE 3.1. MTSS Readiness Checklist.

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1. Forming a Team
 - a. Representatives
 - i. What does it mean to represent a constituency of educators?
 - ii. Whom are you representing?
 - b. Roles and responsibilities
 - Team leader*: starts the meeting, reviews the purpose of the meeting, facilitates the meeting by keeping the team focused on each step; serves as the primary contact with the facilitator if there is no coach; sends a reminder before each meeting, including an agenda.
 - Minutes taker*: responsible for recording the team's decisions in the TIPS Meeting Minutes form.
 - Timekeeper*: responsible for making sure the meeting starts on time, monitoring the amount of time available, and keeping the team aware of time limits by giving "warnings" (e.g., "We have 10 minutes left").
 - Data specialist*: trained in accessing data from the School-Wide Information System (SWIS) or other school data systems.
 - Behavior specialist*: has been trained in and is competent with behavioral principles and assists in analyzing data.
 - Academic specialist*: has been trained in and is competent with academic interventions and assists in analyzing data.
 - Coach*: district-level (external) or school-based (internal) individual who has received or is receiving coaches' training; supports staff in implementing the action plan.
 - Archivist*: responsible for compiling all of the team's work into a handbook.
 - Facilitator*: facilitates the team through the process; becomes the school's main contact.
 - Administrator*: responsible for attending meetings and assisting the team with decisions that relate to school policies and procedures (principal or assistant principal).
 2. Team Functioning
 - a. Meeting minutes: How will we track our decisions and our progress?
 - b. Voting: How will we make decisions?
 3. Meeting Schedule for the Year
- Agenda for the Next Meeting
1. Form an action plan for the year.
 2. Develop a purpose statement for this initiative.

FIGURE 7.1. Recommended first-meeting agenda for a problem-solving team.

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Action step	Personnel involved	Time frame	Major activities	Outcome indicator	Status
Develop a trickling procedure.	Playground Subcommittee (Robin, Carla, and Stefanie)	Oct. 1–8	<ul style="list-style-type: none"> Review the master schedule to determine time available for trickling. Determine the number of students to be trickled. Develop composition of small groups. Determine the order by which groups will be dismissed. 	Written procedure detailing the composition of small groups and schedule for their dismissal.	<input type="checkbox"/> In progress <input type="checkbox"/> Done
Develop/fortify an acknowledgment system.	Recognition Subcommittee (Ginny, Brianna, and Nancy)	Oct. 1–8	<ul style="list-style-type: none"> Develop new secondary reinforcers (tickets) specifically for trickling. Create a separate system for trickling ticket drawings. Create a unique reward for trickling ticket drawings. 	Trickling ticket acknowledgment system in place.	<input type="checkbox"/> In progress <input type="checkbox"/> Done
Teach the new procedure to staff.	Teaching Subcommittee (Wanda, Laurie, and Linda)	Oct. 9–15	<ul style="list-style-type: none"> Review the trickling procedure and trickling acknowledgment system with all faculty at faculty meeting. Teach the procedure and acknowledgment system to playground staff on the playground. Teach the procedure and acknowledgment system to and review active supervision with hall supervisors in the halls. 	All relevant staff taught procedures.	<input type="checkbox"/> In progress <input type="checkbox"/> Done
Prepare to teach the new procedure to students.	Teaching Subcommittee (Wanda, Laurie, and Linda)	Oct. 9–15	<ul style="list-style-type: none"> Develop a lesson plan for students that details the expectations for student behavior and the procedure for trickling. 	Lesson plan for students.	<input type="checkbox"/> In progress <input type="checkbox"/> Done
Teach the new procedure to students.	Second- and third-grade teachers	Oct. 16–23	<ul style="list-style-type: none"> Review the new procedure with students in the classroom. Teach the procedure to students on the playground (including modeling, practicing, reinforcing, and reteaching as necessary). 	All relevant students taught expectations and procedure.	<input type="checkbox"/> In progress <input type="checkbox"/> Done
Implement a trickling procedure and acknowledgment system.	Playground staff, Recognition Subcommittee (Ginny, Brianna, and Nancy)	Oct. 23	<ul style="list-style-type: none"> Remind students of new procedure. Follow new procedure. Provide a rich schedule of reinforcement during acquisition. 	Trickling system implemented.	<input type="checkbox"/> In progress <input type="checkbox"/> Done

FIGURE 8.2. An action plan to implement trickling.

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School:

Meetings	Date	Time (begin and end)	Location	Facilitator	Minutes Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)						

Today's Agenda Items (Place "X" to left of item after completed)						Agenda Items for Next Meeting		
1.			5.			1.		
2.			6.			2.		
3.			7.			3.		
4.			8.					

Previously Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal and Timeline	Fidelity of Implementation	Effectiveness of Solution
					<input type="checkbox"/> Not started <input type="checkbox"/> Partial imp. <input type="checkbox"/> Imp. w/fidelity <input type="checkbox"/> Stopped	<input type="checkbox"/> Worse <input type="checkbox"/> No change <input type="checkbox"/> Imp. but not to goal <input type="checkbox"/> Imp. and goal met Current rate/level per school day = _____

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal and Timeline	Fidelity of Implementation Measure (What/How/When/Who to Measure/Report)	Effectiveness of Solution (What/How/When to Assess/Report)
Current Level:					Use Fidelity Check Board to collect fidelity ratings from staff, at least twice a month. _____ bring data for monthly review.	Collect ODR data, enter into SWIS, at least weekly. Review SW data at least monthly.

FIGURE 8.3. TIPS Meeting Minutes template.

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Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE)													
Directions: Please rate each student on each behavior using the following scale: 0=Never, 1=Rarely, 2=Occasionally, 3=Frequently													
Student Name	Steal	Lie, Cheat, Sneak	Behavior Problems	Peer Rejection	Low	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy	Withdrawn	Sad; Anxious	Lonely	SRSS-IE TOTAL
					Academic Achievement								
Black, John	0	0	2	0	2	0	0	3	3	3	3	3	19
Childs, Sue	0	0	0	0	0	0	0	1	1	2	0	0	4
Conley, Rebecca	0	0	0	3	0	0	0	0	0	0	0	0	3
Deveraux, Angela	0	0	0	0	3	0	0	0	0	0	1	1	5
Everett, Bill	0	0	0	0	2	0	0	0	0	0	0	0	2
Floyd, Henry	1	1	2	0	0	3	0	0	0	0	0	0	7
Greene, Amanda	0	0	0	0	0	0	0	0	0	2	0	2	4
Hill, Garth	0	0	0	1	1	3	0	0	0	0	0	0	5
Johnson, Susanna	0	0	0	0	0	0	0	0	0	0	3	0	3
Lewis, Cindy	0	0	0	0	0	0	0	0	0	0	0	3	3
Marsh, William	0	2	3	1	1	3	0	0	0	0	0	2	12
Neal, Robert	0	0	0	2	0	0	0	0	0	0	0	0	2
Roberts, Allyson	0	1	0	0	0	0	0	0	0	1	1	3	6
Sutherland, Steve	3	3	3	3	3	2	2	0	0	0	0	0	19
Thompson, Parker	0	2	2	0	2	2	0	0	0	0	0	0	8
West, Tabitha	0	0	0	0	0	0	0	2	3	1	1	3	10

FIGURE 19.6. Sample Student Risk Screening Scale (SRSS) class screening.

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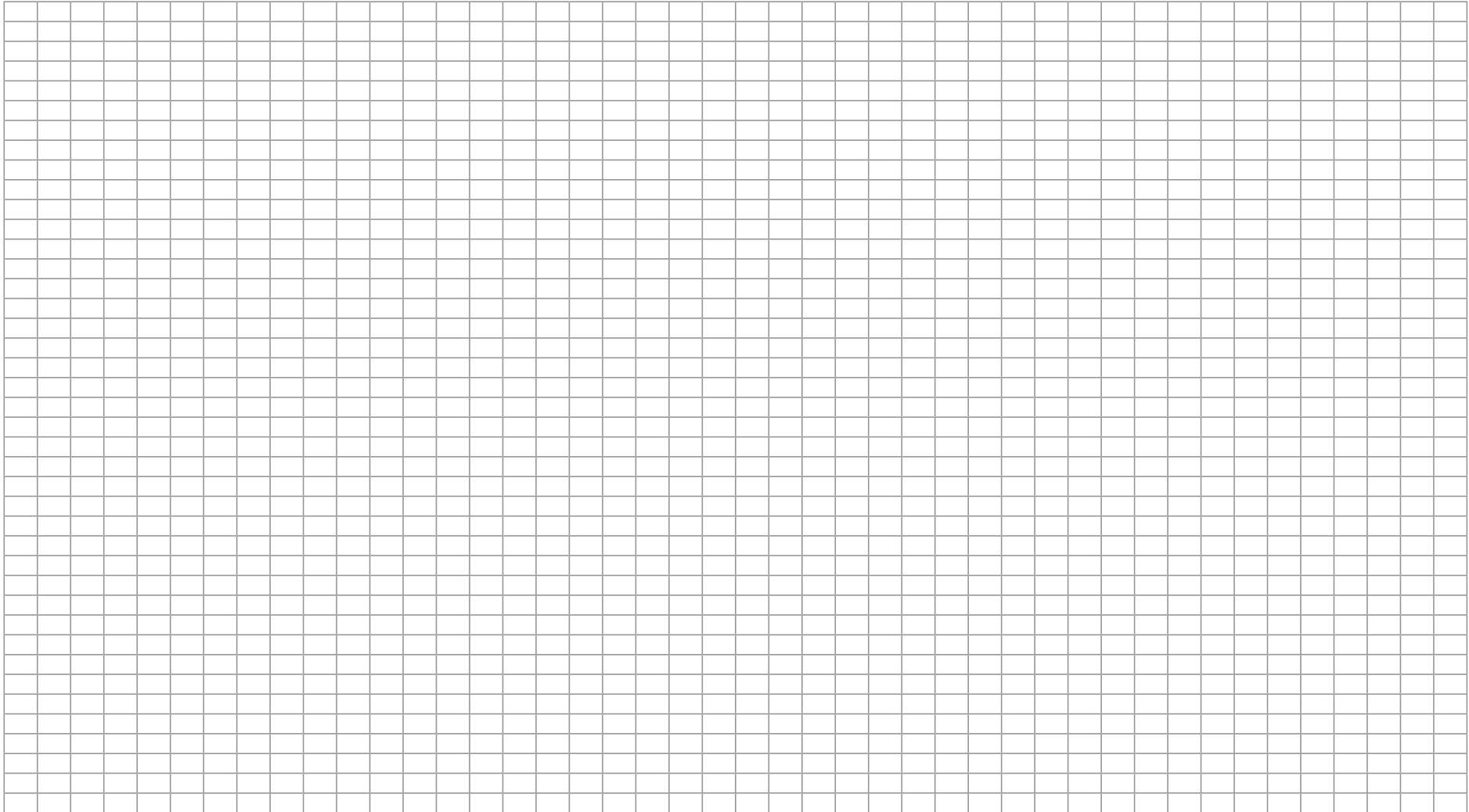


FIGURE 22.4. Basic graph.

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