

MTSS Problem-Solving Process (Behavior)

Tier 1

Core instruction of schoolwide behavior expectations are taught in the general education classroom using evidence based practices.
(EX: PBIS, CHAMPS, Time to Teach, Mind-Up, etc..)



Does the student have 2-5 office referrals of the same category, or, the magnitude or intensity of the behavior is of great concern?

Continue to provide core instruction

NO

YES

Analyze Core behavioral program.

Is core behavioral program effective for at least 80% of the class?

YES

NO

Return to Tier 1.

Tier 2

Classroom teacher reviews the student's strengths and weaknesses and data collected on the behavior of concern.
Consider observation by Behavior TOSA to assist with identifying appropriate replacement behavior strategies.

ESE
IEP Meeting
Add goal (???)
Positive behavior supports
Consider re-eval/interventions

504
PST Meeting
Review accommodations
Develop PMP
Positive behavior supports

Gen. Ed.
Consider PST Meeting
Develop PMP
Positive behavior supports
Discuss intervention / ABF

For all Tier 2

Request Behavior TOSA if needed.
Review academic data.

Evidence-based interventions, specific to the child's behavior of concern, implemented with fidelity by the designated provider.
Progress is monitored bi-weekly at a minimum.
Parent conferences are conducted to address specific area of concern.



Is the student responding to tier 2 interventions?
Are the skills taught in tier 2 being generalized to core?

Continue to provide tier 2 interventions. If significant progress is evident, consider moving back to tier 1

YES

NO

Request observation by Behavior TOSA prior to scheduling tier 3 PST meeting. Complete diagnostics to determine specific skill deficits. (EX: SABERS, Class Dojo, office referral analysis, etc..). Consider updating and continuing tier 2.



Tier 3

The Problem Solving Team (PST) meets and discusses the results of diagnostic testing and observation by Behavior TOSA.

ESE
IEP meeting
Consider reevaluation needs
Supplemental assessments to be considered may include:
Functional Behavior Assessment/
Rating Scales/ Observation

504
PST Meeting
Consider assessment
Analysis of Behavior Function (ABF)
Intervention plan added

Gen. Ed.
PST Meeting
Consider assessment
Analysis of Behavior Function
Intervention plan added

Tier 3 intervention is in addition to tier 2, not in replacement.

Review academic data.

Progress is monitored weekly at a minimum.

PST meets regularly to review data related to student's progress.

Parent conferences are conducted to address specific area of concern.



Is the student responding to tier 2 + tier 3 interventions?
Are the skills taught being generalized to core?

Continue to provide tier 3 interventions.
If significant progress is evident, consider moving back to tier 2

YES

NO

PST meets and discusses if the student might need a comprehensive evaluation through the ESE department. If so, the ESE Specialist will obtain parent consent for testing and begin the referral process. If not, interventions and the PMP for the area(s) of concern continues.