



*A Multi-Tiered  
System of Supports*

# Implementing a Multi-Tiered System of Support for Behavior: *Recommended Practices for School and District Leaders*



**Implementing a Multi-Tiered System of Support  
for Behavior:  
A Practical Guide**

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## **A. Background**

### **A-1. What is Response to Instruction/Intervention?**

Recent updates to state and federal education laws are changing the way schools are expected to support the social/emotional development of all students. Traditional approaches to assisting struggling students included parent conferences, observations, a minimum number of interventions in general education, a review of educational and social records, and a psychological evaluation. With the passage of the Elementary and Secondary Education Act in 2001 (ESEA – also known as the No Child Left Behind Act) and the revision of the Individuals with Disabilities Education Act (IDEA) schools are required to use proactive approaches that match the interventions and supports students receive with their level of need. Response to Instruction/Intervention (RtI) provides a framework for implementing a multi-tiered service system that matches supports and interventions to student need.

Response to Instruction/Intervention is defined as “the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions” ( National Association of State Directors of Special Education, 2006, p. 3). Based on a problem-solving model, RtI considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. RtI has emerged as the way to think about both early intervention assistance and resource allocation, including accessing resources through the IDEA.

In addition to addressing learning challenges, RtI strategies can be applied to improve students’ social behavior. The core principles of RtI remain the same regardless of the problem-solving target. RtI includes three main components:

- Continual application of a structured problem-solving process
- An integrated data system to use in a problem-solving process
- A multi-tiered model of support delivery that enables the efficient use of school resources

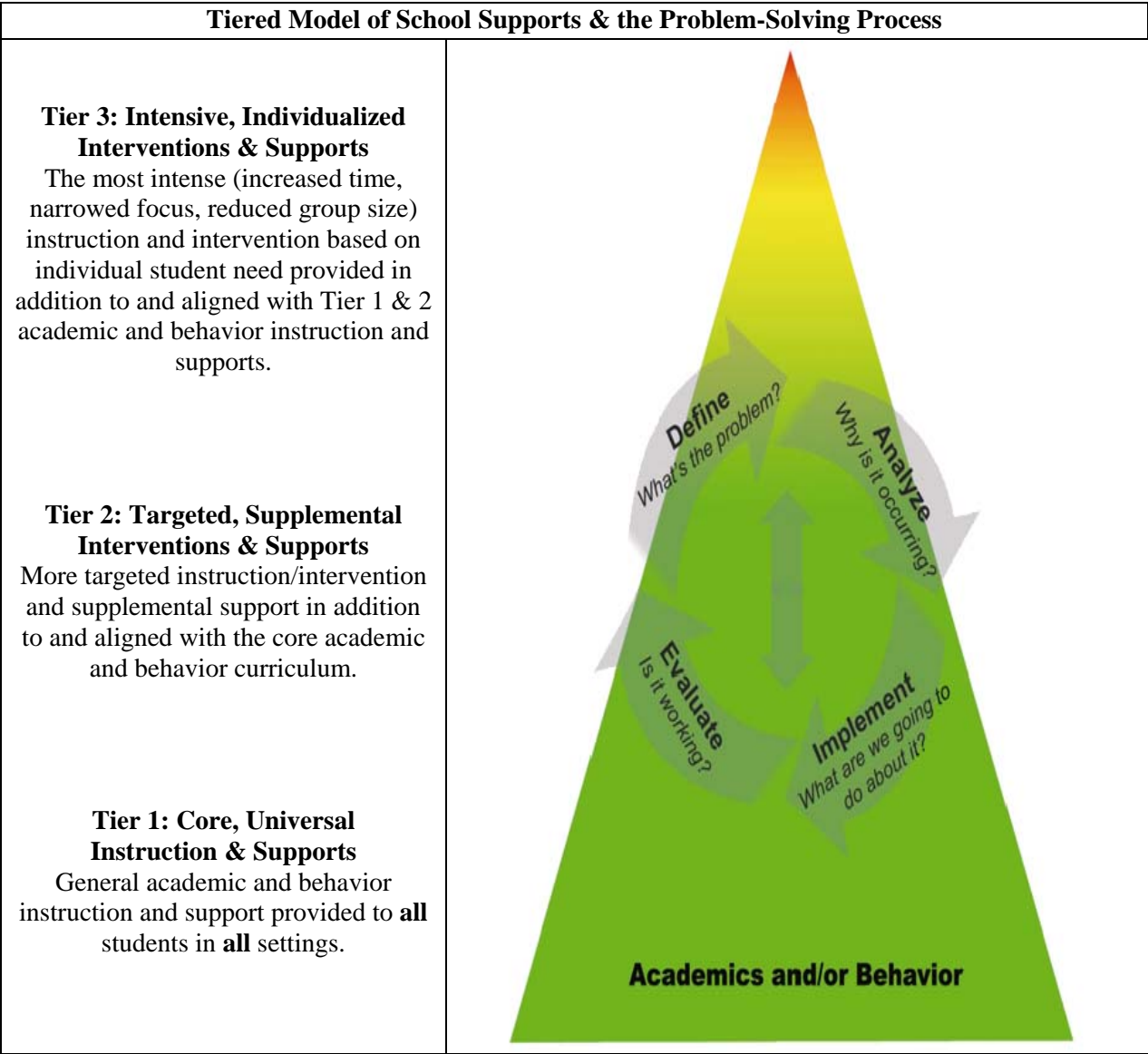
### **A-2. What is a Multi-Tiered System of Supports (MTSS)?**

Since the dissemination of TAP 12740 – *The Response to Intervention (RtI) Model* (2006) available at <http://www.fldoe.org/ese/pdf/y2006-8.pdf>, it’s been recognized that many barriers may exist for schools and districts with implementing RtI as a framework for both school improvement and service delivery for students. For example, many initiatives impact schools and districts and also compete for limited resources needed to implement the requirements of those initiatives with fidelity. A particular alignment and integration worth noting in the present paper is the need for integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for students.

As the State of Florida continues its efforts to support implementation of RtI across the state, an integrated model of RtI is needed that in turn also provides a foundation for aligning and integrating multiple initiatives that have common implementation needs or programmatic features (e.g., data-based problem-solving). A Multi-tiered System of Support (MTSS), in Florida, represents the integration of RtI for academics and RtI for behavior into a unified model of service delivery that recognizes the reciprocal influence academic performance and social/emotional/behavior performance has on each other (Algozzine, Wang & Violette., 2011). MTSS will serve as the terminology for describing the integration of RtI for academics and behavior as the state continues to improve upon and support statewide implementation of RtI and utilize the RtI framework for aligning and integrating policies and practices. As such, district and school leaders are strongly encouraged to consider ways and appropriate means for aligning their multi-tiered academic and behavior supports (e.g., one school-based problem-solving team that plans for, monitors, and evaluations implementation of multi-tiered services to address both academic and behavior needs among students, instead of having two separate teams).

### **A-3 What does a three-tiered model for instruction involve?**

A three-tiered model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of **all** students in a school (referred to as Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result, **some** students with identified needs receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a **few** students with the most severe needs receive intensive and individualized behavioral and/or academic support.



This three-tiered support system allows educators to identify the needs of all students, match the level of support to the severity of the academic and behavior problems, and then assess the students’ response to instruction/intervention. Response to Instruction/Intervention for Behavior (RtIB) is a problem-solving framework for all students that aims to teach and reinforce appropriate behavior and prevent inappropriate behavior.

Implementation of this three-tiered system requires school and district personnel to understand the core components of an RtIB framework and the training and systems issues that may impact its success within a district and/or on a school campus. The Florida Department of Education’s Bureau of Exceptional Education and Student Services (FDOE/BEESS) responded to the implementation issues and formed a RtIB statewide workgroup consisting of personnel serving early childhood through high school, including program coordinators, school psychologists, behavior analysts, professional developers, and university researchers.



The mission of the RtIB workgroup included the following:

- Identifying critical components of behavioral support for students at each tier in an RtIB framework
- Identifying systems changes needed to support a three-tiered RtIB system
- Developing guidelines and curricula to assist with training school personnel on necessary skills to implement behavioral support across a three-tiered model

The results outlined in this guide promote the adoption and implementation of an RtIB framework at the district and school levels. This guide is not intended to provide extensive background information on the philosophy and/or implementation of RtI. Its content assumes the reader has basic knowledge and refers regularly to TAP 12740 – *The Response to Intervention (RtI) Model* (2006) available at <http://www.fldoe.org/ese/pdf/y2006-8.pdf>.

## **B. Components of RtIB**

### **B-1. What are the primary components that should be evidenced across all three tiers for successful implementation of RtIB?**

**Recognition that behavioral skills are learned and must be taught** – A primary concept underlying multi-tiered behavioral supports is that behavior occurrence is related to events or situations in the environment that trigger specific behaviors and is maintained by the responses and outcomes that follow the behavior. Thus, behavior is “learned” and can be changed through the following ways:

- Modifying the environmental conditions so that problem behavior is less relevant and occurs less frequently
- Teaching appropriate skills to replace the problem behavior so that the new skill is more efficient than the problem behavior in getting a desired outcome.
- Reinforcing the new appropriate skill so that it will be repeated
- Changing the responses of others to problem behavior events so that the problem behavior will no longer be effective for the student to get the desired outcomes.

This represents a shift in philosophy from “fixing the student” to redesigning the environment and implementing teaching strategies and interventions to promote student success.

**School-based problem-solving teams with well-defined roles** – To ensure and sustain widespread integration of behavioral and academic supports within the RtI framework, as well as fidelity of implementation, schools should establish problem-solving teams that coordinate all activities. The school-based problem solving team includes members who are key stakeholders and who are committed to a collaborative problem-solving process. Responsibilities of each member should be defined clearly so that the team will function efficiently and effectively in developing a goal-focused action plan for systemic-level implementation of multi-tiered behavioral supports. It is vital that the administrator be actively engaged because the individual in this role must have knowledge of resources, policies, and procedures and have the ability to make important decisions.

**School-based** problem-solving teams involve individuals who work toward common goals by meeting consistently to prevent challenges, manage student supports, and implement the systemic changes needed to support student learning. Team members use processes that actively seek input from key stakeholders, encourage active problem-solving, and place high importance on staff and parent involvement.

Examples of collaborative teaming include the following:  
using surveys to get input from all stakeholders in an efficient method  
engaging in brainstorming activities to get ideas for solutions from multiple people  
having nominal group processes to prioritize goals and action steps to be taken in implementing multi-tiered, integrated behavioral and academic supports.

**Consistent application of a four-step problem-solving process** – The problem-solving process can help teams use data at each tier to determine problems to be addressed and to establish consistent procedures to analyze and develop solutions. The steps of the problem-solving process include the following:

- Problem Identification—using data to identify and define problem behaviors
- Problem Analysis—using data to hypothesize why the problem behavior identified is occurring
- Intervention Design—developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
- Response to Instruction/Intervention—using data to determine the effectiveness of the supports and to decide next steps

Although the data collected at each tier may be different, data should drive the team's decisions. School-based problem-solving teams should have access to multi-tiered data sources that, at a minimum, provide the following:

- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 2 and Tier 3 interventions
- Type of Tier 2 and Tier 3 interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Data-based decision rules should be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis. Decision rules should take into account the following conditions:

- Positive response from student
  - Continue the intervention for specified time period
  - Systematically fade the intervention
- Questionable response from student
  - Increase intensity of intervention—frequency/time/focus
  - Monitor more frequently (at least weekly)
- Poor student response

- Reconvene the school-based problem solving team
- Significantly modify current or develop new intervention

**Use of evidence-based programs and practice** – The ESEA requires educators to use “scientifically-based research” to guide their selection of interventions to be implemented. Although there are numerous behavioral and academic intervention resources, programs, and strategies available that purport to resolve behavioral and academic issues, many are not supported by sound research designs and may not result in improved outcomes. Often it is difficult to differentiate interventions supported by research from those that are not. There are several resources that can assist educators in determining the strength of evidence for interventions, including FDOE-developed guides (see Appendix A).

**Evaluation includes effectiveness of interventions and fidelity of implementation** – To determine whether behavioral and/or academic interventions are having the desired outcomes and to make valid decisions, a minimum of two types of evaluation data should be collected. First, at all three tiers, data should be available that will show the impact of the intervention(s) on decreasing behavior and/or academic problems and increasing appropriate or expected behaviors and/or academic performance. Second, there should be ongoing data that provide information on the fidelity of intervention implementation. Prior to evaluating intervention effectiveness, there is a process for measuring whether the strategies were implemented with fidelity—that is, delivered as designed and intended (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000). For example, if interventions are not implemented as intended and behaviors are not changing in the desired direction, the school-based problem-solving team may decide to provide additional resources so that the intervention will be implemented accurately. When interventions are implemented with fidelity and behaviors do not improve sufficiently, the team should consider revisiting the problem-solving process and modifying the intervention(s).

**Effective coaching and team facilitation** – The professional development literature consistently states that coaching activities must be provided if skill acquisition and implementation are expected. To ensure a collaborative problem-solving process at all tiers, the school-based problem solving team must be experienced and effective at coaching and problem-solving facilitation. Successful coaching and problem-solving facilitation involves providing leadership without taking control, building capacity of the team to engage in problem-solving processes, and addressing team dynamics, such as conflict resolution and decision making.

Coaching activities are most effective when using a direct consultation method that focuses on content-specific skills (e.g., application of behavioral principles, direct collaborative consultation, problem-solving). Some examples of coaching strategies include promoting active learning by using probes to assess understanding, modeling actions/activities, role-playing, providing scripts and detailed action plans of implementation, observing implementation and providing feedback, and providing scaffolded support that builds on current knowledge with the goal of increasing skill capacity.

**Professional development is aligned with expected responsibilities of trainees** – The method and depth of training activities should match the level of implementation

required. Professional development should include effective practices that promote understanding and implementation in applied settings. Interactive training methods that encourage acquisition of skills that transfer into daily use may include role play and modeling, experiential activities in a wide variety of settings, coaching and performance feedback, link of practices to student outcomes, and ongoing support.

**Established written practices, policies, and implementation plans** – Having written policies and procedures that describe activities to be conducted at each tier enhances the likelihood of consistent implementation across the district. The policies and procedures should reflect practices that are evidence-based and feasible for personnel to implement in typical school settings and should be included as part of the district improvement and assistance plan (DIAP).

**B-2. Are there additional components that need to be included at Tiers 1, 2, and 3?**

Although an effective multi-tiered support system for behavior includes the foundational core components described in B-1, how each core component is represented or applied may differ at each tier. There are essential and unique components specific to each tier; some components that are shared look different at each tier. For example, having a systematic data evaluation procedure is vital for successful implementation of a multi-tiered continuum of behavior supports. Within each tier, however, the types of data collected for decision making will be quantitatively and qualitatively different. The next three questions provide additional descriptions of the core components applicable to each of the three tiers.

**B-3. What are the additional components to be included at Tier 1: Universal?**

**District and school missions are clear and purposeful and leadership is committed** – A clear, established mission aligned with district action plans promotes cultures that ensure wide-scale adoption, fidelity, and sustainability of efforts while making sure modifications made are based on data and matched to local context. Leadership at the district and school levels is dedicated to implementation and provides the authority to change practices and procedures to create a climate to support effective behavioral and academic practices.

**A school-based problem-solving team coordinates the implementation of evidence-based behavioral practices** – The school-based problem-solving team includes key stakeholders and implementers who work collaboratively to build and maintain buy-in for executing action plans. Team membership should be diverse and committed to supporting school efforts. Selection of members should include consideration of representatives who are effective and respected peer leaders. The team should include the following positions or roles:

- An administrator who is knowledgeable, actively participates in team meetings, and provides access to school resources
- General and exceptional student education professionals
- Professional support roles (e.g., school psychologist, behavior analyst, behavior specialist, school social worker, guidance counselor, nurse, etc.)
- Representative from special instruction (e.g., art, music, physical education, media)

- Other staff (e.g., paraprofessional, lunch worker, bus driver, custodian, resource officer)

High-functioning teams actively share responsibilities and work load, effectively address conflicts, stay focused and engaged on goals and tasks, and continue to seek avenues that increase their professional growth and development.

**An established process for consensus building** – Change and sustainability efforts require building and maintaining staff buy-in for the purposes and activities of Tier 1 implementation. Consensus building involves processes for eliciting input and validation for establishing and prioritizing goals and activities. A general rule of thumb is to strive for the large majority of staff (e.g., 80 percent) to agree on the features of the action plan. If assessment strategies show that the staff is not on board, the school-based problem-solving team engages in a problem-solving process to adapt the action plan and make it more agreeable.

**A data-based decision-making/monitoring system through the four-step problem-solving process is used continuously** – Various levels of data are collected, including student outcomes, fidelity of implementation of the Tier 1 components, and implementation of the problem-solving process. Data are in a format that is efficiently collected and retrieved. Data systems include methods of screening students who may need Tier 2 supports and who may be at risk for emotional/behavioral and developmental needs.

**Procedures are established for teaching expected behaviors** – Directly teaching students the expected behaviors that are associated with academic and social success is a key defining characteristic of behavioral support. For Tier 1, three to five universal behavior expectations are selected, defined, and directly taught to all students on the campus so that everyone, including staff and faculty, is using similar language and processes. A systematic and direct instructional procedure that is clearly written and applicable to all staff, students, and settings increases the likelihood that expected behaviors will be consistently and continuously taught. Instructional plans include the following features:

- Methods for communicating and teaching positively stated expectations, rules, and procedures
- Use of evidence-based interventions
- Tools such as detailed lesson plans and teacher scripts for teaching and practicing behaviors
- Delivery of effective consequences for both appropriate and inappropriate behaviors

**Sufficient resources are allocated to maximize accurate and sustained implementation** – District and school-based leaders ensure the existence of adequate resources for implementation and cost-effectiveness of the intervention(s). Achieving systems level implementation requires resource distribution to establish capacity of district- and school-based problem-solving teams to organize, coordinate, and sustain efforts. District and school-based action plans should address “adequate resources” needed to support the following:

- Sufficient personnel for coordination and implementation
- Time for teams to meet and plan (minimum once a month)
- Professional development to increase knowledge
- Facilitation and coaching responsibilities
- Continuous meaningful evaluation
- Materials and resources for implementation activities

**Districts and schools have an established coaching/facilitation model** – Accurate and sustained implementation of Tier 1 requires systematic coaching models that facilitate and monitor activities. Staff who are responsible for one school or staff based at a central location with responsibility for several schools may fill coaching functions. Coaching responsibilities include the following:

- Monitoring status of action plan steps
- Giving prompts to engage in actions when applicable
- Providing encouragement of efforts
- Assisting in management of data
- Supporting implementation fidelity
- Delivering professional development matched to needs

**Monitoring and evaluation efforts are ongoing, linked to professional development needs, and disseminated to stakeholders** – To support effective implementation of a Tier 1 behavioral and academic system, data collected must be reliable, valid, and timely. Data procedures to assess student progress and intervention integrity are integrated into regular routines to support an efficient decision-making process. School-based problem-solving teams regularly review school-wide data to determine necessary modifications and subsequent revision of action plans. Results are shared with faculty and other stakeholders on a consistent basis and input is sought to address adaptations and adoption of potential interventions and practices.

The school-based problem-solving team should assess the outcomes of Tier 1 interventions for all students along several dimensions, including the number and percent of students who show sufficient response to intervention(s), and whether core instruction is effective at addressing unique needs (e.g., over-representation, low socioeconomic status, specific behavior problems).

#### **B-4. What are the additional components to be included at Tier 2: Supplemental?**

**Tier 1 process is implemented with fidelity** – To reduce the number of students requiring Tier 2 supports, an effective and efficient Tier 1 system should be established and fully operational for all students in the school. If core behavioral instruction and supports are not effective for approximately 80 percent of the student population, the school-based problem-solving team should revisit Tier 1 implementation. Tier 2 does not replace Tier 1; rather it is additional or supplemental support. A student receiving Tier 2 supports will also be receiving ongoing Tier 1 supports.

**Multiple methods are used to identify students for Tier 2 supports** – Students should be identified through various methods, such as office discipline referrals, screenings, teacher nominations, parent and support service recommendations, formative

assessments, etc. No single method is likely to identify all the students who may need Tier 2 supports. It is not necessary to exhaust all possible identification methods, but it is recommended that schools select and use multiple screening methods to identify the students in need of additional support. The screening methods selected should be efficient in terms of cost and time requirements from school personnel.

Students are compared to peers (e.g., age, gender, ethnicity, socioeconomic status) to determine whether emotional/behavioral and/or academic problems exist. One of the foundational principles of an RtI model is that when large numbers of students are exhibiting similar challenges, the school-based problem-solving team should focus problem-solving on Tier 1 as a priority before identifying students whose needs may warrant immediate supplemental or intensive services which require more complex and expensive supports. Therefore, it is important for school-based problem-solving teams to consider whether a student's behavior or performance is different than peers in the same environment. If many students in the classroom are identified or direct observation of the classroom indicates that critical curricular, behavior management, and instructional components are missing from or ineffectively implemented in the classroom, then modification of classroom supports should be addressed prior to planning for and providing supplemental supports.

**A consistent progress-monitoring system is used across Tier 2 supports and interventions** – Districts and schools should develop or select simple progress-monitoring methods and tools that produce meaningful and reliable data for a wide variety of interventions and settings. Progress-monitoring methods selected should be used to compare the effectiveness of Tier 2 interventions, be easy for school personnel to use, and be capable of aggregating and disaggregating data across the district. For example, the Florida Positive Behavior Support: Response to Intervention for Behavior (FLPBS: RtIB) Project has developed a statewide behavioral database ([www.flrtib.org/](http://www.flrtib.org/)) that gathers office discipline referral and progress monitoring data across all three tiers of a multi-tiered system of support. The school-based problem-solving team will need to assess the outcomes of Tier 2 interventions along several dimensions, including the number and percent of students who show sufficient response to intervention, the resources necessary for implementation, and whether an intervention is effective at addressing unique needs (e.g., over-representation, low socioeconomic status, specific behavior problems).

Specifically, a data system for decision making at Tier 2 should:

- Gather multiple sources of data (discipline referrals, teacher nominations, rating scales, screeners, etc.) from multiple observers across settings to identify students needing additional Tier 2 supports
- Provide decision rules (clear parameters to guide decisions made based on review of data to determine next steps) for which students access the interventions/supports
- Monitor the impact of the Tier 2 interventions (progress monitoring of students)
- Provide decision rules to monitor, modify, or discontinue student involvement in the Tier 2 interventions/supports
- Assess the fidelity and effectiveness of the Tier 2 process and interventions/supports (i.e., an effective Tier 2 system in a school would be reflected in the vast majority of

students that receive Tier 2 supports benefiting sufficiently as to not require more intensive services and to demonstrate progress towards Tier 1 goals/expectations).

Selection of Tier 2 behavioral interventions is based on the following:

- *Continuously available*  
Tier 2 supports should be available in the school such that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly. Other interventions, such as group counseling or other group approaches, may have a set cycle of starting a group as well as a preparation period prior to initiating the intervention.
- *Quickly and easily accessible*  
Optimally, supports are accessible within 2–3 days when data reveal a need. However, some intervention approaches require more formal interviewing, selection of additional participants, etc., and may not be possible this quickly. However, the initial steps to provide a student with a Tier 2 intervention should begin within 72 hours of identifying a need.
- *Minimal time commitment required from classroom teachers*  
Some Tier 2 interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, Tier 2 interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.
- *Required skill sets classroom teachers need can be easily learned*  
The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of Tier 2 interventions and may be considered as intensive and individualized Tier 3 interventions.
- *Aligned with school-wide expectations*  
Tier 2 interventions should be consistent with the Tier 1 approaches the school developed. School-wide expectations should be taught and applied consistently across all three tiers for greater consistency in implementation.
- *All staff/faculty are aware of the intervention(s) and their roles in the process*  
All staff should understand the rationale and be able to describe the Tier 2 interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.
- *Consistently implemented with most students, but with some flexibility*  
Tier 2 interventions may be implemented similarly for 90 percent or more of the students receiving the intervention. Minor modifications may be made to increase the effectiveness of the intervention. However, significant modifications of Tier 2



interventions for a student may be more characteristic of Tier 3 support systems.

- *Program selected is matched to the function of the student's behavior*  
Although it is not recommended that a comprehensive functional behavioral assessment (FBA) be completed for each student identified for Tier 2 supports (it may be too time consuming and unnecessary), it is helpful to consider the function of the problem behaviors if data are easily accessible (i.e., discipline referral data reveal some information on function) or easy to gather (i.e., brief teacher rating or interview). Many Tier 2 interventions are intended to support students with a wide array of problem behaviors and may be effective regardless of the function of the student's behavior. However, as the data reveal that a student is responding poorly or questionably to the intervention, the function of the behavior may need to be assessed with more comprehensive methods and implementation fidelity should be verified.

#### **B-5. What are the additional components to be included at Tier 3: Individual/Intensive?**

##### **Infrastructure is in place for foundational support for Tier 3 intervention–**

Implementing core components of Tier 3 in complex school environments with limited resources can be a challenge and often requires a shift in philosophies, policies, and procedures along with commitment from everyone involved. To build a sustainable, effective, efficient, and feasible Tier 3 system, it is important for schools/districts to evaluate their existing infrastructure. Schools/districts have a higher likelihood of successful Tier 3 supports when the following foundations are in place:

- *Tiers 1 and 2 are implemented with fidelity and are effective for the majority of students to demonstrate progress towards Tier 1 and Tier 2 goals.*  
The intensity of Tier 3 supports necessitates a significant investment of time and resources from school staff. If Tiers 1 and 2 are not in place or not implemented with fidelity, the number of students requiring intensive behavioral supports may be too large for schools/districts to address adequately. Embedding Tier 3 goals and strategies within district and school action plans related to RtI as well as school improvement plans can serve to enhance initial implementation and internalize sustainability efforts. Decisions about Tier 3 processes and strategies should be made with buy-in from key stakeholders and developed in response to identified problems and analyses.
- *A coordinated plan for wrap-around service delivery for students with high intensity problem behaviors and complex needs is implemented.*  
At times, Tier 3 supports for students must expand beyond the scope of services the school provides to adequately address behaviors. Students may have mental health needs, or families may need more access to available community supports. Having a coordinated, integrated Tier 3 plan for service delivery involving community resources and agencies, such as mental health, public health, transportation, childcare, social services, recreation, and other community services, will provide a wider array of supports to best meet student and family needs.
- *A system for conducting quality reviews of Tier 3 processes and procedures is established.*

Systematic evaluation is essential for determining the effectiveness of a school's/district's Tier 3 processes, products, and strategies and leads to data-based decision making. After Tier 3 processes are initiated, the school/district must ensure that implementation is (a) consistent across multiple settings and people and (b) delivered with fidelity. The FLPBS: RtIB project has several tools to assist districts in conducting both formative and summative evaluation of their Tier 3 efforts. The *Benchmarks for Advanced Tiers* (BAT) is a self-assessment instrument that provides data on school inclusion of core components of Tiers 2 and 3 as well as their quality (Anderson, et al., 2009). The *Tier 3: FBA and BIP Technical Adequacy Evaluation and Scoring Guide* allows districts and schools to assess the technical adequacy of their completed forms (e.g., FBA, behavioral intervention plan [BIP]) used in their Tier 3 process. Finally, the *Tier 3 District Interview* gives districts a formative evaluation tool to determine Tier 3 process needing improvement. These tools can be accessed from the FLPBS: RtIB website at ): <http://flpbs.fmhi.usf.edu/index.asp>.

**Collaborative consultation facilitation is used in guiding development of function-based behavioral intervention plans** – An effective Tier 3 process is managed by school-based problem-solving teams that are multi-disciplinary and include key personnel who can facilitate a specific student's team in building an individualized, function-based BIP and supports. Appropriate and diverse roles on the school-based problem-solving team include administrators, psychologists, behavior analysts, behavior specialists, guidance counselors, social workers, and teachers.

Successful school-based problem-solving teams at Tier 3 include, at a minimum, personnel who represent three levels of knowledge:

- First, each student-specific team includes people who have direct knowledge of the student's behavior. This would typically be the student's teachers and caregivers but may also include other school personnel, family members, and even community members.
- Second, at least one person should have in-depth knowledge of and experience in applying behavioral principles, including functional behavior assessments and function-based BIPs. Depending on training and experience, a school psychologist, behavior analyst or specialist, exceptional student education (ESE) specialist, guidance counselor, social worker, or other school-based behavioral consultant could fill this role.
- Finally, one team member should have knowledge of the school and classroom contexts and can provide resources and make procedural decisions. Typically this is an administrator.

Once a team is established, it is important for the consultation/facilitation process to be a collaborative rather than an expert model. Collaborative consultation is a nonhierarchical approach in which a partnership is formed between the consultant and teacher to work together systematically to solve problems. Tier 3 interventions often require a change of behavior by school personnel who may need to change features of the environment or context-triggering behaviors, teach new skills, and deliver reinforcement differently. To overcome resistance in implementing specific interventions, a collaborative consultation model is adopted that recognizes the teacher as the "local expert" about the individual

student and takes into consideration the teacher's input, classroom context, and skill capabilities when developing supports.

**Functional behavior processes based on behavioral science principles serve as the foundation for individualized interventions** – Conducting a technically adequate FBA process requires knowledge of applied behavioral analysis principles. The following should be included in all functional behavioral assessments and function-based support plans:

- *Operational definitions of the problem behavior*  
Specific target behaviors are defined clearly and objectively to allow reliable and accurate measurement. The definition explicitly describes the observable behavior characteristics. Enough detail about the behavior is provided so that anyone observing the student would recognize its occurrence.
- *Direct observation of the student*  
A direct observation of the student is essential in determining the environmental context and situations within which the behavior occurs as well as the consequent events immediately following the problem behavior.
- *Multiple sources of data*  
Technically adequate FBAs collect input from multiple sources and may include structured student interviews regarding the events triggering his or her behavior and possible behavioral functions. By combining data from multiple sources, teams are likely to develop more accurate hypotheses.
- *Hypothesis based on FBA data that identifies antecedents, including setting events, behavior, and function(s) the behavior may serve*  
A hypothesis statement that summarizes the functional behavior assessment data is developed prior to developing a BIP. The hypothesis describes the conditions under which the behavior is least likely to occur and most likely to occur, includes the antecedents or contextual events predicting the occurrence of the behavior, the definition of the behavior, and the function or purpose that it serves. Antecedents include both immediate environmental triggers (e.g., demand to do a non-preferred task) and setting events or triggers that are removed in time from behavior occurrence but act as a trigger. There are two basic functions all behaviors serve. Students are either (a) trying to **get** attention, sensory input, activities, or tangibles or (b) they are trying to **get away from** attention, sensory input, activities, or tangibles.
- *Replacement behaviors*  
The BIP should clearly identify desirable/replacement behaviors that achieve the same function as the problem behavior. These behaviors will be taught and reinforced as part of the BIP.
- *Behavior support plans include strategies that are linked to the hypothesis statement(s) and are multi-component*  
Effective BIPs are comprehensive with development of strategies linked to each element of the hypothesis statement (e.g., antecedents, behavior, function). Antecedent strategies modify the environmental context to make problem behavior

irrelevant. Replacement behavior interventions provide a lesson plan for teaching a new, appropriate skill that the student will perform to more efficiently obtain the same outcomes as did the problem behavior. Reinforcement strategies follow the performance of the replacement skill so that it will be repeated. Concurrently, there should be interventions that change the way others respond to problem behavior so that it no longer is effective in getting the desired outcomes (i.e., escape or obtain).

**Progress monitoring and data-based decision making are used throughout the Tier 3 process** – All decisions made related to Tier 3 behavioral and academic interventions must be based on meaningful and reliable data. For behavioral interventions, two types of data to be collected at Tier 3 include measurement of student change and measurement of fidelity of BIP implementation.

Similar to the issues described for Tier 2, the school-based problem-solving team will need to assess the outcomes of Tier 3 interventions along multiple dimensions, including the number and percent of students who show sufficient response to intervention, the resources necessary for implementation, whether an intervention is more effective at addressing unique needs, and effectiveness at identifying students needing additional or different Tier 3 or wrap-around supports.

Specifically, a data system for decision making at Tier 3 should:

- Gather multiple sources of data from across settings
- Provide decision rules for which students access the interventions/supports
- Monitor the impact of the Tier 3 interventions (progress monitoring of students)
- Provide decision rules to monitor, modify, or discontinue student involvement in the Tier 3 interventions/supports, and when to consider additional or different Tier 3 or wrap-around supports
- Assess the quality and fidelity of the Tier 3 problem-solving processes plus related interventions/supports

The second type of Tier 3 data evaluates intervention fidelity. To begin, it is essential that the teacher (and/or relevant interventionist) be trained to implement the BIP correctly. Fidelity measures assess proficiency at applying the intervention during and following teacher training. These measures can include direct observations conducted by another educational professional, self-assessments completed by the teacher, or a combination. Feedback, consultative support, and coaching provided to the teacher will help sustain correct intervention implementation and also make available opportunities to brainstorm and troubleshoot problems. If the teacher is unable to implement the plan as intended, the school-based problem-solving team may consider alternative strategies linked to the hypothesis that may be more feasible.

Measurement of student change should be in a format that is meaningful and teacher-friendly. The measurement method allows the teacher and team to monitor the student's progress and provides the necessary data, in combination with the fidelity measures, to make decisions about intervention effectiveness. Having a format that is visual and self-graphing makes it easier to inspect the trend of the behavior change. Districts may want to consider methods that allow for comparison of the progress made by all students receiving Tier 3 supports. Although direct systematic observation is acknowledged to be

the gold standard for evaluating student behavioral change at Tier 3, it may not be feasible to adequately train teachers to collect data in this format. Districts can consider using methods such as direct behavior ratings (DBRs) that teachers and others can easily be trained to use and can provide consistent metrics for comparisons (see the special issue of *Assessment for Effective Intervention, Volume 34*, [Christ, Riley-Tillman, and Chafouleas, 2009] for examples – Appendix B).

## **C. Implementation Guidelines for RtIB**

### **C-1. Are there evidence-based practices at each tier of an RtIB framework?**

Researchers and federal agencies identify many practices as having substantial support to be considered “evidence-based.” Although it is beyond the scope of this TAP to evaluate each strategy, there are examples provided in the resource section (Appendix A). However, school and district personnel should be diligent about reviewing “programs” to determine whether their components are consistent with the core components of RtIB that are described earlier in this TAP.

### **C-2. Which students should receive RtIB supports and interventions?**

Response to intervention for behavior is for ALL students. Although many students requiring Tier 3 supports may be receiving concurrent special education services, a multi-tiered continuum of behavioral support services is also available for students in general education. Data-based decision-making rules will guide district- and school-based problem-solving teams in determining the appropriate level of specialized support students need throughout the continuum. Tiers along the continuum are not considered static places; rather, the level of supports provided is fluid contingent upon each student’s need. Students needing advanced tiered support (i.e., Tier 2 and/or Tier 3) concurrently continue to access lower tiered supports. As advanced tiered supports show effectiveness in addressing problem behavior, the student can begin to move down the continuum, receiving lower tiered supports while the more intensive supports are faded and/or removed. Teams continue to monitor student data to determine whether the behavior improvement is sustained or if more intensive supports need to be reestablished

For information on the use of Tier 3 for determining eligibility for special education services, refer to pages 9–10 in TAP 12740 – *The Response to Intervention (RtI) Model* (2006).

### **C-3. How can you identify students who need Tier 2 supports?**

As described in B-4, students should be identified through multiple methods as no single method is likely to identify all students who would benefit from Tier 2 supports. An effective “screening” process should provide the following information:

- Students who exhibit externalizing behaviors
- Students who exhibit internalizing behaviors
- Students who present many classroom challenges
- Students experiencing in-class consequences but do not get a discipline referral
- Students in ESE settings who may still need additional behavioral supports
- Recommendations from faculty, parents or supportive professional

Screening may also use rating scales or other tools to identify students with behavior patterns that are different from their peers or students with excessive internalizing and externalizing behaviors as described below:

Internalizing behaviors are behavior problems that the student directs inwardly toward him or herself. Internalizing behaviors are often based on social deficits and avoidance (Walker & Severson, 1991). Examples of internalizing behaviors include, but are not limited to, (a) exhibiting shy, timid, or nonassertive behavior; (b) avoiding or withdrawing from social situations (e.g., not talking with peers; not participating in activities or games); and (c) non-responsiveness to social overtures from others.

Externalizing behaviors are behavior problems that are observable and overt, often directed toward people and/or objects in the social environment (Walker & Severson, 1991). Behavior problems in the externalizing dimension are exhibited at high rates and/or intensity and are considered inappropriate in school settings. Examples of externalizing behaviors include, but are not limited to, (a) aggression toward people; (b) destruction of property; (c) theft (d) disruptions (e.g., tantrums, out of seat, disturbing others) and (e) serious violation of rules (e.g., overt noncompliance, not following rules).

**C-4. With limited resources, how do you prioritize the students who may need or benefit most from Tier 2 supports?**

Initially, schools may not have sufficient interventions, personnel, or other resources to simultaneously address the needs of every student identified through the use of a school-wide screening process. School-based problem-solving teams should develop a process for prioritizing students according to their level of need. Data to inform this process may include the number of teachers recommending each student, number of discipline referrals, number of minor classroom incidents, academic level, number of absences, etc. Students with behavior concerns who are also below grade level academically should receive interventions to address both areas of need.

**C-5. Are there circumstances when a student may be triaged directly into Tier 3 to receive immediate intensive and individualized interventions?**

Tier 3 interventions are designed to address the needs of students who are experiencing significant problems and/or are unresponsive to Tier 1 and Tier 2 supports. As described in B-5, it is usually critical to confirm that Tier 1 and Tier 2 interventions are implemented with fidelity. However, there may be instances when a student is experiencing very severe or significant academic, behavioral, or social-emotional problems and may need Tier 3 interventions without having experienced a Tier 2 level intervention yet or the Tier 2 intervention was not implemented for very long.

Guidelines for deciding what level of support students need will vary from school to school, but students in need of Tier 3 supports should be able to access these services in one of two ways. First, students receiving Tier 1 or Tier 2 supports who are not making adequate progress and/or are unresponsive to the continuum of supports available at Tier 1 or Tier 2 may need Tier 3 supports. Second, there should be a mechanism through which students who are experiencing very severe or significant academic, behavioral, or

social-emotional problems can access Tier 3 supports sooner. For some students, the second option is necessary to provide needed supports in a timely fashion rather than delaying access to these supports by requiring that students access Tier 1 and Tier 2 interventions. Thus, in contrast to a fixed multi-gating system wherein students would only be able to receive more intensive services (i.e., Tier 3) following some time period of less intensive (i.e., Tier 1 or 2) supports, the RtI approach should allow some flexibility to serve students based on their level of need in a timely and efficient manner (Ervin, n.d.).

**C-6. How long should interventions be implemented in RtIB?**

Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student’s needs. The school-based problem-solving team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. Interventions should be continued as long as the student exhibits a positive response. The interventions should be modified as appropriate when a student’s progress is less than expected.

**D. Data Collection and Documentation**

**D-1. What types of data are necessary to make decisions at each of the tiers?**

Although data-based decision making is central to the RtIB framework, the types of data necessary to make decisions may vary according to the tiers and outcomes desired. The following table lists some of the student and school-based outcomes that may be assessed at each tier in RtIB.

<b>Tier 1 Universal</b>	<b>Tier 2 Supplemental</b>	<b>Tier 3 Individual/Intensive</b>
<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Requests for assistance</li> <li>• Faculty, student, family surveys</li> <li>• Direct observations</li> <li>• School climate surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Requests for assistance</li> <li>• Direct observations</li> <li>• Daily progress reports</li> <li>• Teacher nomination process</li> <li>• Standardized screening tools</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline referrals</li> <li>• Out-of-school and in-school suspensions</li> <li>• Faculty, student, family surveys</li> <li>• Direct behavior observation forms</li> <li>• Behavior rating scales</li> <li>• FBA forms and processes</li> <li>• Individualized measures of student outcomes</li> </ul>

**D-2. Are there data systems that can assist with collecting and analyzing those types of data?**

Many districts have been able to modify their current data systems to collect the necessary data for Tier 1 of RtIB. There are also commercial data systems available across all three tiers. In addition, as mentioned earlier, the FLPBS: RtIB Project has developed a statewide behavioral database ([www.flrtib.org/](http://www.flrtib.org/)) that gathers office discipline

referral and progress monitoring data across all three tiers of a multi-tiered system of support. The database provides schoolwide information on office discipline referrals and administrative responses at Tier 1. The database provides a progress-monitoring system available for a wide range of Tier 2 interventions. Tier 3 progress monitoring will include several methods of data collection, including a teacher rating scale for academic, prosocial, and problem behaviors.

**D-3. What are the criteria for determining sufficient RtIB for a student?**

A basic indicator of a successful behavioral intervention is a reduction in the problem behavior and/or an increase in desired replacement behaviors. Three more rigorous criteria for evaluating a successful behavioral intervention are addressed in these questions that must be answered by data collected through repeated monitoring of progress:

- Compared to the goal projected at the time of intervention planning, is the student's progress toward the goal what the team expected?
- Given the current rate of progress, will a sufficient level be attained within a reasonable period of time?
- As a result of receiving the intervention, is the student catching up to peers or another identified standard of expected performance?

When the above questions can be answered "yes," these are indicators of successful RtIB. When answering these questions, the student's team must consider the intensity of the problem, magnitude of the performance discrepancy, reliability of the relevant behavior measures, evidence of fidelity of the BIP and the overall problem-solving process (see C-5 below), modification and/or intensification of intervention procedures, and allocation of resources.

**D-4. How are student outcome data compared to typical peers or other standards of expected performance?**

Appropriate standards of comparison should be based on the most reliable, valid, recent, and relevant measures of the target behavior that can be obtained. Direct measures should be considered first, if available, but other measures may be used as supplemental data. The following could be used to develop behavioral standards:

- Directly observed measures of student behavior and peer behavior (e.g., sample intervals of work completion with no events of the problem behavior)
- School, district, state, or national norms or benchmarks
- Indirect measures of student behavior and peer behavior (e.g., average daily rates of discipline referrals, suspensions, or other disciplinary actions)
- Teacher expectations based on review of existing data or structured interviews
- Accepted standards from qualified professionals

School-based problem-solving teams may need to coordinate professional development and access to resources to select relevant measures for behavior comparison and to develop school and local behavioral norms.



## **D-5. What should be evaluated at each tier when implementing RtIB?**

At least two critical variables should be evaluated at each tier in RtIB: outcomes and fidelity. Student, staff, and family outcomes were addressed in C-1. Fidelity of implementation is also critical in that decisions about why a student did not respond to an intervention can only be useful if the intervention was implemented as often and as accurately as necessary. There are several evaluations of fidelity (Benchmarks of Quality, Benchmarks for Advanced Tiers, etc.) that measure fidelity of behavioral supports across all three tiers (see Appendix A). Most Tier 1 and 2 interventions that are “published” (i.e., Behavior Education Program, Check In/Check Out, Steps to Respect) also provide measurement tools to assess fidelity (see Appendix B). There are also fidelity measures to assess Tier 3 interventions that may be accessed by contacting the FLPBS: RtIB project.

## **E. Functional Behavioral Assessment and Behavioral Intervention Plans**

### **E-1. What is functional behavioral assessment?**

Functional behavioral assessment is a process that helps understand the relation between problem behavior and environmental context and contingent consequences leading to an effective and empirically validated behavior intervention plan (Scott & Kamps, 2007).

### **E-2. What is a behavior intervention plan?**

A behavior intervention plan is the process by which the FBA information is incorporated into a concrete plan of action for addressing a student's behavior. By understanding the purpose the behavior serves for the student as well as the environmental events that trigger the occurrence of the behavior, one is able to develop an informed hypothesis that drives a function-based intervention plan. An effective BIP includes intervention strategies that prevent problem behavior; teach new, appropriate replacement skills; and respond to the new behavior with a functionally equivalent reinforcement. Therefore, similar behaviors should not routinely be treated with identical interventions, as the functions of the behaviors may be very different.

### **E-3. What is the role of the FBA and BIP when implementing RtIB?**

As part of the problem-solving framework described in this TAP, FBAs and BIPs can play a major role in explaining and redirecting the academic and social behaviors of all students and in preventing the escalation of problem behaviors. Students with problem behaviors who show inadequate response to Tier 1 or 2 supports, or those who need immediate intensive interventions, typically warrant an FBA.

The FBA and BIP may need to specifically address any relationship between the student's academic performance and the targeted problem behaviors. The BIP should include evidence-based interventions to prevent problem behaviors via environmental changes, teach and reinforce replacement behaviors, and carefully manage the consequences that may be maintaining the problem behaviors. The BIP should include reasonable, measurable goals to assess rate of progress. There should be documentation of the student's response to implemented interventions plus documentation that the BIP was consistently implemented as designed. Additional information on FBAs and BIPs is

available in TAP FY 1999-3 – *Functional Behavioral Assessment and Behavioral Intervention Plans* (1999) available at <http://www.fldoe.org/ese/pdf/tap99-3.pdf>.

## **F. District and School Level RtIB**

### **F-1. RtIB requires new skill sets and supports from the district and school level. How do districts and schools redistribute professional development resources to build capacity to implement RtIB?**

The RtIB framework implemented across the tiers requires new skill sets from existing staff. It is recommended that large group training be minimized in favor of targeted trainings for specific roles within an RtI framework. For instance, teachers, student services staff, administrators, and RtI coaches may play very different roles in an RtIB model. Specific training that is targeted at facilitating school-based problem-solving teams, data analysis, intervention development, intervention implementation, and, of course, problem solving will be invaluable in increasing the capacity of school and district personnel.

### **F-2. RtIB may require some major changes in values and philosophies in addition to practices. What strategies have been effective at changing values and philosophies of educational personnel?**

Districts and schools are encouraged to identify philosophies/beliefs that may not support an RtI approach and address them directly. For instance, RtI is about prevention and is not consistent with the traditional ESE “test and place” approach to students with problem behavior. Training and in-service at the school and district level should address practice and values changes. Leadership of the RtIB process at the district and school level will be necessary to address divergent views and encourage discussion. Consensus building at the district and school level will encourage discussion and set the stage for effective problem solving. Finally, districts are encouraged to develop and promote “model” schools that implement a multi-tiered RtIB process with fidelity. The student, staff, and family outcomes of such schools can prove invaluable in promoting values and practice changes in other district schools. Instruments that may serve school districts in developing strategies and/or topics to target for consensus building are listed and described in Appendix A.

### **F-3. What is the function of coaching within an effective RtIB framework?**

As described earlier in B-3, coaching is critical to sustain accurate implementation of RtIB. Faculty and staff providing coaching are responsible for:

- Creating a positive, supportive environment for the team to function
- Creating and ensuring structure in the school and team system
- Gaining team consensus for decision-making
- Ensuring development and implementation of an RtIB action plan
- Guiding the problem-solving process
- Providing tools for training, evaluation, and monitoring

**F-4. RtIB requires changes in the type and format of training provided to schools and to the district personnel supporting schools in using a successful behavior support system across the tiers. What strategies have been used to provide effective training of educational personnel?**

Districts need to invest in ongoing training opportunities from awareness building to intensive skill building to continue to increase personnel skills in RtIB strategies. Training curricula across the tiers vary. At Tier 1, training content should include the following:

- Team training of specific primary components of Tier 1
- Practicing data-based problem-solving
- Assessing “readiness” for implementation
- Progress monitoring and modifying interventions school-wide
- Measuring outcomes and fidelity of Tier 1 implementation

At Tier 2, training content should build on Tier 1 content but expand to include the following:

- Identification of students
- Advanced progress monitoring
- Identification of interventions that match the functions of behavior and the individual needs of students
- Specific training on identified interventions
- Measuring outcomes and fidelity of Tier 2 implementation

At Tier 3, training content and intensity are contingent upon the unique roles of personnel in the implementation of individualized interventions. Tier 3 training models should build on Tier 2 content but expand to include, at a minimum:

- Principles of theory underlying intervention (e.g., applied behavior analysis principles for function-based BIPs)
- Completion of functional behavior assessments (FBAs) and behavior intervention plans (BIPS)
- Monitoring and evaluating intervention plans and modifying or extending the plan based on data
- Coaching skills to support implementation
- Methods of measuring fidelity at two levels:
  - Tier 3 process and activities are implemented as intended by the Tier 3 team
  - The intervention plan the team developed is implemented with the student as intended

Ongoing training opportunities for participants (possibly in the form of technical assistance from experienced trainers) at the school/district level will assess/evaluate the capacity for and commitment to the above features.

**F-5. How does RtIB fit with other district and school level RtI activities?**

The RtI framework includes the problem-solving process applied to address BOTH academic and behavioral needs of students. It is not recommended that districts and schools develop separate and parallel behavioral and academic systems. Districts and schools, respectively, are encouraged to consider ONE RtI team that addresses multiple issues. Subcommittees and work groups may concentrate on one area (behavior, math, reading, data collection, coaching, etc.), but addressing systems issues and coordinating activities will ideally be a “core” school-based problem-solving team function.

**F-6. How does RtIB correspond to other training and technical assistance FDOE/BEESS provides on the broader topic of Response to Instruction/Intervention?**

Since the publication of *The Response to Intervention (RtI) Model* TAP in 2006, some language changes are noted throughout Florida and across the nation, but the basic principles of Response to Instruction/Intervention remain unchanged. Refer to this publication and to the Problem Solving – Response to Instruction/Intervention (PS-RtI) website (<http://www.florida-rti.org/>)

for current information and resources relating to RtI. On the website is a new resource called Guiding Tools for Instructional Problem-Solving (GTIPS) ([http://www.florida-rti.org/\\_docs/GTIPS.pdf](http://www.florida-rti.org/_docs/GTIPS.pdf)) to assist districts as they implement and support data-based decision making using a systematic problem-solving process at all levels of operation.

**F-7. How will districts access training and technical assistance to support RtIB activities?**

Districts will need ongoing access to information about training support, coaching support, evidence-based programs, assessment/progress-monitoring tools, etc., that support effective and efficient RtIB activities. An array of BEESS-funded projects can provide training and coaching support, including Florida Diagnostic and Learning Resources System (FDLRS), Florida Inclusion Network (FIN), PS-RtI, and FLPBS: RtIB. There are multiple federal and state websites that provide reliable information on evidence-based training models and interventions (see Appendix A).

## Appendix A – Resources

### **BEESS-funded projects**

- Florida Positive Behavior Support: Response to Intervention for Behavior Project (FLPBS: RtIB): <http://flpbs.fmhi.usf.edu/index.asp>
- Benchmarks of Quality (BOQ) and Benchmarks of Advanced Tiers (BAT): <http://flpbs.fmhi.usf.edu/ProceduresTools.asp>
- [RtIB Database: www.flrtib.org/](http://www.flrtib.org/)
- Problem-Solving – Response to Instruction/Intervention Project (PS-RtI) <http://www.florida-rti.org/>
- Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) <http://www.fldoe.org/ese/sedhome.asp>
- Florida Inclusion Network (FIN) <http://www.floridainclusionnetwork.com>
- Student Support Services Project <http://sss.usf.edu/>
- Florida Diagnostic and Learning Resources System (FDLRS) <http://www.fdlrs.org>

### **BEESS Technical Assistance Papers**

- Guiding Tools for Instructional Problem-Solving (GTIPS) - <http://www.florida-rti.org/docs/GTIPS.pdf>
- RtI TAP (2006) – <http://www.fldoe.org/ese/pdf/y2006-8.pdf>
- FBA/BIP TAP (1999) – <http://www.fldoe.org/ese/pdf/tap99-3.pdf>

### **Links to related resources**

- Beliefs/Philosophies/Consensus Building <http://floridarti.usf.edu/resources/tools/assessments/index.html>
- Evidence-based practices for RtIB <http://www.pbis.org>  
<http://ies.ed.gov/ncee/wwc/>  
<http://www.nrepp.samhsa.gov/>  
<http://interventioncentral.mysdhc.org>  
<http://iris.peabody.vanderbilt.edu/>

- Determining the strength of evidence for interventions  
<http://www.ed.gov/rschstat/research/pubs/rigoroussevid/rigoroussevid.pdf>  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf)
- Data-based decision making  
<http://aea11.k12.ia.us/spedresources/ModuleFour.pdf>
- Social/emotional standards  
[http://www.isbe.state.il.us/ils/social\\_emotional/standards.htm](http://www.isbe.state.il.us/ils/social_emotional/standards.htm)
- What Works Clearinghouse (WWC)  
<http://www.w-w-c.org>

## Appendix B – References and Suggested Reading

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