

# LEVELS OF SUPPORT

NORTH KANSAS CITY SCHOOLS

ACADEMIC		BEHAVIOR
<ul style="list-style-type: none"> <li>Screenings are conducted according to the district assessment plan.</li> <li>Screenings indicate that at least 80% of students in the class are meeting grade-level expectations.</li> <li>Screenings identify students who fall at/ below the 25th percentile in reading, math, and/or writing.</li> </ul> <p>Data teams meet regularly to review screening and intervention data.</p>	<p><b>TIER 1</b></p> <p>QUALITY CLASSROOM INSTRUCTION</p>	<ul style="list-style-type: none"> <li>School-wide and classroom expectations are taught.</li> <li>Appropriate school behaviors and replacement behavior are modeled and retaught as needed.</li> <li>A system for reinforcing and rewarding//recognizing appropriate behavior is in place. (e.g., token system, reward tickets, class dojos, table teams, positive referrals, etc.).</li> <li>Tier 1 Behavior system/PBS is being followed and a 4:1 positive:negative ratio is used and documented.</li> </ul> <p>Referrals are documented in EduClimber. Teacher or administrator communicates with parent and documents communication.</p>
<p>Students below the 25th percentile receive additional instruction with an evidence-based intervention (see list)</p> <ul style="list-style-type: none"> <li>At least 3 times per week / 15 minutes per session</li> <li>Small group of 8 students or less (depending on intervention)</li> <li>Ambitious goal for success is set (see guidance document)</li> <li>Progress is monitored weekly (min. 7 data points/4 weeks)</li> <li>Fidelity of instruction and progress monitoring is documented</li> <li>Data and progress toward goals is reviewed at least quarterly</li> </ul>	<p><b>TIER 2</b></p> <p>ADDITIONAL SMALL GROUP</p>	<p>Schools have documented procedures for staff/students to access Tier 2 (Data decision rules or nomination/referral form).</p> <p>Team selects a Tier 2 intervention based on the description of the target behavior (e.g., check-in/check out, social skill training, reward chart, check and connect, peer or adult mentor, etc.)</p> <p>Data is collected by the teacher. A baseline is established and objective data is collected in a manner that can be organized and analyzed. Progress monitoring occurs daily for a minimum of 4-6 weeks.</p> <p><b>Refer student for mental health support as needed</b></p> <p><b>* If student exhibits frequent high-intensity and/or dangerous behaviors, teams may consider moving straight to Tier 3 with approval of the administrator.</b></p>
<p>Teams review progress monitoring data at least quarterly.</p> <p>Students not making progress in Tier 2 - or with significant needs as determined by team - receive intensive research based intervention (see list)</p> <ul style="list-style-type: none"> <li>At least 4 days per week / 30 minutes per session</li> <li>Small group of 6 or less (depending on intervention)</li> <li>Goal, progress monitoring, and fidelity checks in place</li> <li>Data and progress toward goals is reviewed at least monthly</li> </ul>	<p><b>TIER 3</b></p> <p>INTENSIVE SMALL GROUP/ INDIVIDUAL BEHAVIOR PLAN</p>	<p>PBS/PST/CARE Team reviews data regularly. If student is not making progress, or shows high-intensity behaviors, the school psychologist and behavior team will collaborate to develop an individual behavior plan.</p> <p>Tier 3 behavior plans should be developed for the individual student and include:</p> <ul style="list-style-type: none"> <li>a specific target behavior with a goal to increase or decrease</li> <li>preventative and instructional strategies</li> <li>replacement behaviors with teaching strategies</li> <li>staff response for the problem behavior</li> <li>a system to reinforce appropriate behaviors.</li> </ul> <p>Behavioral data is collected daily. School psychologist will check in with classroom teacher to review data regularly. Data collection and intervention should be completed for 4-6 weeks minimum.</p> <p><b>Refer student for mental health support as needed</b></p>
<p>Teams review progress monitoring data at least quarterly.</p> <p>If a student does not make adequate progress to interventions and the team suspects a disability – they may be referred to the Special Education Support Team (SEST) for consideration of a special education referral or other supports.</p>	<p><b>Next Levels of Support</b></p>	<p>If student is not responding to the Tier 3 intervention, and the team believes a disability may be present, they may ask the school psychologist to present the data to the Special Education Support Team (SEST) to consider a special education referral or other supports.</p> <p>If the team would like further consultation on behavioral strategies and interventions, they may submit an ACCESS Help form with relevant data to request support from a behavior specialist.</p>