

THE SFCS  
  
THE SIT  
PLAN

MUSIC

Introduction  
Mr. Rios  
  
Visuals:  
  
The SFSC Team  
  
MTSS Pyramid  
  
  
  
The GVC is The  
Universal Tier of  
Support  
  
  
  
The SIT Process  
Begins the 2<sup>nd</sup> Tier  
of Support  
  
  
The 3<sup>rd</sup> Tier =  
Alternative  
Services

HELLO COLLEAGUES, THIS IS JD RIOS,  
ASSISTANT SUPERINTENDENT FOR STUDENT,  
FAMILY AND COMMUNITY SERVICES. (SFCS)

IT IS MY PRIVILEGE, TO INTRODUCE TO YOU, THE  
SFCS TEAM THAT IS SUPPORTING YOU THROUGH  
THE MULTI-TIER SYSTEMS OF SUPPORT. I WOULD  
LIKE TO REMIND YOU WE ARE SIMPLY ADJUSTING  
WHAT WE HAVE ALREADY BEEN DOING FOR A  
NUMBER OF YEARS.

IN FACT, THE SECOND STEP CURRICULUM, THE  
GUARANTEED VIABLE CURRICULUM, HAS BEEN  
AROUND FOR OVER 2 DECADES.

WHAT WE ARE SIMPLY DOING IS REQUESTING  
THAT THERE BE CONSISTENCY WITH THE  
IMPLEMENTATION OF THE GVC.

THIS IS THE UNIVERSAL TIER OF SYSTEMS OF  
SUPPORT. THE SIT PROCESS THEN BEGINS THE  
2<sup>ND</sup> TIER OF SUPPORTS, FOLLOWED BY THE 3<sup>RD</sup>  
TIER WHICH IS OUR ALTERNATIVE SERVICES.

I KNOW THAT EACH OF YOU ARE COMMITTED TO BEING A POSITIVE DIFFERENCE MAKERS IN THE LIVES OF OUR YOUNG PEOPLE. THE SIT PROCESS, THE MTSS EMPOWERS US TO ENABLE OUR YOUNG PEOPLE TO BE PRODUCTIVE CITIZENS. WE ALL KNOW THEY CAN BE. I APPRECIATE YOUR COOPERATION AND ASSISTANCE IN WORKING WITH THE STUDENT, FAMILY AND COMMUNITY SERVICES DEPARTMENT. TOGETHER WE WILL BE THE DIFFERENCE.

LISA  
KSDE LOGO  
MTSS MODEL  
STUDENTS

THE KANSAS STATE DEPARTMENT OF EDUCATION HAS ADOPTED THIS THREE-TIERED MODEL FOR BOTH ACADEMICS AND BEHAVIOR. THIS MODEL IS REFERRED TO AS THE KANSAS MULTI-TIER SYSTEMS OF SUPPORT – MTSS

MTSS IS A FRAMEWORK THAT DESCRIBES HOW SCHOOLS GO ABOUT PROVIDING SUPPORTS AND RESPONSE TO INTERVENTIONS IN ADDRESSING THE NEEDS OF STUDENTS FOR SCHOOL WIDE, CLASSROOM AND INDIVIDUAL NEEDS.

MTSS IS DEFINED AS A COHERENT CONTINUUM OF EVIDENCE BASED, SYSTEM-WIDE PRACTICES TO SUPPORT A RAPID RESPONSE TO ACADEMIC

	<p>AND BEHAVIORAL NEEDS, WITH FREQUENT DATA-BASED MONITORING FOR INSTRUCTION DECISION-MAKING TO EMPOWER EACH KANSAS STUDENT TO ACHIEVE TO HIGH STANDARDS.</p>
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<p>TIER ONE UNIVERSAL TIER PRIMARY PREVENTION</p> <p>MTSS PYRAIMID</p> <p>SECOND STEP SCHOOL CONNECT CURRICULUM</p>	<p>TIER ONE IS REFERENCED AS THE UNIVERSAL TIER. THE UNIVERSAL TIER IS PREVENTATIVE AND PROACTIVE. IT ADDRESSES ALL STUDENTS WITH CORE INSTRUCTION. THE EDUCATIONAL NEEDS OF AN ESTIMATED VAST MAJORITY OF 80 TO 90% OF STUDENTS SHOULD RESPOND TO PRIMARY INTERVENTIONS.</p> <p>FOR BEHAVIOR, IT IS TEACHING THE BEHAVIOR EXPECTATIONS AND SOCIAL COMPETENCIES SKILLS FOR SCHOOL WIDE AND CLASSROOM PRACTICE. SECOND STEP AND SCHOOL CONNECT IS THE GUARANTEED VIABLE CURRICULUM (GVC) FOR TEACHING THE SOCIAL AND EMOTIONAL SKILLS THAT SUPPORTS A SAFE AND CARING LEARNING ENVIRONMENT.</p>
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<p>TYRONE</p> <p>MTSS PYRAMID</p>	<p>BUT, SOME STUDENTS NEED MORE SUPPORT AND THESE STUDENTS MOVE TO THE SECONDARY TIER. THIS GROUP IS AN ESTIMATE OF 5-15% OF STUDENTS' SCHOOL WIDE. HOWEVER, THIS CAN</p>
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STUDENTS READING	<p>BE HIGHER DUE TO THE NEEDS OF OUR STUDENTS. AT TIER 2, PREVENTION IS THE EARLY IDENTIFICATION OF THE STUDENTS NEEDING INTERVENTIONS CHARACTERIZED AS BEING HIGH EFFICIENT AND PROVIDING A RAPID RESPONSE. THE GOAL OF TIER 2 IS TO BEGIN CONNECTING SUPPORTS TO STUDENTS WHO DO NOT RESPOND TO THE UNIVERSAL INTERVENTIONS. STUDENTS ARE TYPICALLY GROUPED TOGETHER BY A COMMON SKILL OR PERFORMANCE DEFICIT. FOR BEHAVIOR, THIS WOULD BE PROVIDING A SUPPORT GROUP FOR STUDENTS WHO NEED INCREASED PRACTICE AND GUIDANCE WITH ANGER MANAGEMENT SKILLS, FRIENDSHIP SKILLS, TUTORING/HOMEWORK CLUBS, ETC.</p>
TEACHERS W/ STUDENTS	<p>INTERVENTIONS ARE DESIGNED FOR THE STUDENT TO EXPERIENCE SUCCESS WITH THE OTHER TYPICAL STUDENTS WHO OPERATE NATURALLY AT THE UNIVERSAL TIER. AT TIER 2, AN INDIVIDUALIZED SIT PLAN IS CREATED BY THE SCHOOL TEAM WITH DIRECT FEEDBACK AND INVOLVEMENT FROM THE PARENT AND STUDENT.</p>
FAMILY	<p>THE BLENDING OF ACADEMICS AND BEHAVIOR BECOMES A MORE INTEGRATED TASK. SOME STUDENTS ARE FAILING ACADEMICALLY BECAUSE PROBLEM BEHAVIORS INTERFERE WITH</p>

<p>SUDENTS/ TEACHERS</p>	<p>THEIR ABILITY TO LEARN. STUDENTS OFTEN ENGAGE IN PROBLEM BEHAVIORS TO ACHIEVE SOME ATTENTION SUCH AS TO GAIN PEER ATTENTION, TO ESCAPE SOMEONE OR SOMETHING THEY DISLIKE. IN EITHER SCENARIO, TIME FOR TEACHING AND LEARNING IS LOST.</p> <p>ONCE THE FUNCTION OF THE BEHAVIOR IS IDENTIFIED, INTERVENTIONS CAN BE DEVELOPED TO EITHER REPLACE THE PROBLEM BEHAVIOR AND/OR TO CHANGE THE ENVIRONMENT SO THAT WHATEVER IS “TRIGGERING” THE PROBLEM BEHAVIOR IS REMOVED OR CHANGED IN SOME WAY.</p> <p>IN SOME SITUATIONS, THERE ARE INTERNAL OR PHYSIOLOGICAL FACTORS CONTRIBUTING TO THE PROBLEM BEHAVIOR SUCH AS AN EAR INFECTION, ALLERGIES, OR FACTORS THAT ADDITIONAL COMMUNITY SUPPORTS CAN PROVIDE.</p>
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<p>TIER 3 TERTIARY TIER</p>	<p>THE THIRD TIER OF THE MTSS MODEL CREATES INTENSIVE, INDIVIDUAL INTERVENTIONS. IT IS THE MOST INTENSIVE TIER OF ASSISTANCE AVAILABLE AND</p>
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<p>SONYA TOP OF PRAIMID</p>	<p>INCLUDES SPECIAL EDUCATION SERVICES AS WELL AS WRAPAROUND SERVICES OR ALTERNATIVE EDUCATION.</p>
<p>TEACHERS/ STUDENTS</p>	<p>TIER 3 ADDRESSES 1 TO 7% OF STUDENTS AND THE TIME AND RESOURCES NEEDED TO SUPPORT THESE STUDENTS ARE SIGNIFICANT. WRAPAROUND OR PERSON-CENTERED PLANNING IS RECOMMENDED FOR STUDENTS RECEIVING MORE INTENSIVE INDIVIDUALIZED PLANS AT TIER 3. THE TEAM MEETS ON A REGULAR BASIS TO PLAN, IMPLEMENT AND MONITOR THE STUDENT’S INDIVIDUALIZED PLAN. OTHER HUMAN RESOURCE PROVIDERS, SUCH AS, JUVENILE JUSTICE AND/OR MENTAL HEALTH MAY BECOME INVOLVED IN THE PLANNING PROCESS.—FACILITATION OF THE SIT MEETINGS THAT UTILIZE THE WRAPAROUND PLANNING PROCESS SHOULD BE PROVIDED BY A SCHOOL PROFESSIONAL WITH MORE COMPREHENSIVE KNOWLEDGE OF THE PRINCIPLES OF BEHAVIOR, SUCH AS THE COUNSELOR.</p>
<p>STUDENTS</p>	<p>IN CONCLUSION, THE MULTI-TIER SYSTEM OF SUPPORTS IS A FRAMEWORK FOR SCHOOLS THAT OUTLINES EARLY IDENTIFICATION AND RESPONSE TO INTERVENTIONS IN ADDRESSING</p>

	<p>THE NEEDS OF STUDENTS FOR SCHOOL WIDE, CLASSROOM AND INDIVIDUAL TIER. THIS IS ACCOMPLISHED BY</p> <ol style="list-style-type: none"><li>1) BEING PREVENTION ORIENTED – KNOWING WHO NEEDS SUPPORTS AS EARLY AS POSSIBLE AND PUTTING THOSE SUPPORTS IN PLACE.</li><li>2) IMPLEMENTING EVIDENCE-BASED INTERVENTIONS FOR ALL STUDENTS AND TAILORING INTERVENTIONS BASED ON STUDENT’S NEEDS</li><li>3) USING PROGRESS MONITORING DATA TO KNOW WHEN TO MAKE A CHANGE IN INSTRUCTION</li></ol>
LISA	<p>WITH THE GUIDING FRAMEWORK OF THE MTSS MODEL THERE IS A SHIFT IN THINKING FROM “WHO” PROVIDES THE SERVICES TO “WHAT” ARE THE NEEDS OF THE STUDENT AND AN UNDERSTANDING OF “WHY” THE NEEDS EXIST. ALSO, IT SHIFTS THE TRADITIONAL THINKING OF THE SIT PROCESS FROM STUDENTS GETTING OUT OF GENERAL EDUCATION INTO SPECIAL EDUCATION OR A COMMON REACTIVE RESPONSE TO ALTERNATIVE SERVICES BASED ON REFERRAL OR MISCONDUCT.</p>

<p>PAGE ONE OF THE PLAN</p>	<p><b>PAGE ONE, OUTLINES WHAT INFORMATION IS BROUGHT TO THE INITIAL SIT MEETING.</b></p>
<p>DATA SUMMARY FORM</p>	<p>THE SIT TEAM WILL MAKE MODIFICATIONS OR CHANGES BASED ON THE INFORMATION THAT IS GATHERED TO UNDERSTAND WHY THE INITIAL TARGETED INTERVENTION WAS NOT SUCCESSFUL.</p>
<p>ESL SECTION OF PLAN</p>	<p>INFORMATION THAT PROVIDES AN UNDERSTANDING OF THE CONCERN CONSISTS OF ASSESSMENT DATA, GRADES, DISCIPLINE, ATTENDANCE, GENERAL MEDICAL INFORMATION, AND INTERVIEWS TO ASSESS THE FUNCTION AND DEGREE OF THE BEHAVIOR OR MAGNITUDE OF THE ACADEMIC CONCERN. THERE IS INFORMATION THAT THE ESL TEACHER CAN BRING TO THE TEAM. OTHER STAFF MEMBERS TO INCLUDE</p>

CHECKLIST  
OF DATA  
SUMMARY  
FORM

OR INTERVIEW IS THE FAMILY ADVOCATE, SUPPORT STAFF, SUCH AS, THE NURSE, CUSTODIAL AND/OR CAFETERIA STAFF THAT PROVIDES A POSITIVE SUPPORT SYSTEM FOR THE STUDENT.

PLEASE TURN YOUR ATTENTION NOW TO THE RIGHT HAND COLUMN. THIS IS THE INFORMATION THAT IS BROUGHT TO THE TEAM BY THE REFERRING TEACHER OR TEACHERS.

THE SCHOOL WIDE AND CLASSROOM EXPECTATIONS, THE GUARANTEE VIABLE CURRICULUM SECOND STEP OR SCHOOL CONNECT AND GENERAL EDUCATION INTERVENTIONS HAVE BEEN PROVIDED AS A CHECKLIST.

THE REFERRING TEACHER OR TEACHERS PROVIDE THE SIT TEAM WITH INTERVENTIONS THAT HAVE

<p>PARENT CONF. CHECKLIST ON DATA SUMMARY FORM</p>	<p>WORKED OR NOT WORKED. THE TEACHER WILL ALSO INCLUDE INFORMATION SHARED WITH THE PARENT REGARDING THE CONCERN.</p> <p>PARENT INVOLVEMENT IS A PART OF THE DECISION MAKING PROCESS. AS THE SIT TEAM INVOLVES THE FAMILY IN PROVIDING STUDENT INFORMATION AND DEVELOPING INTERVENTION PLANS, IT IS IMPORTANT TO PAY ATTENTION TO THE COMFORT LEVEL OF FAMILY MEMBERS. THIS LEADS TO BETTER INFORMATION AND INTERVENTION SUPPORT.</p> <p>THE ROLE OF THE COUNSELOR IS IMPORTANT IN SUPPORTING THE NEEDS OF THE STUDENTS, TEACHERS AND PRINCIPALS BY BEING THE CONDUIT OF INFORMATION. HERE ARE WAYS FOR COUNSELORS TO NARROW THE FOCUS, BUT HAVE A BROADER IMPACT ON</p>
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STUDENT ACHIEVEMENT OVERALL.

- FACILITATE OR CO-FACILITATE MEETINGS WITH TEACHERS
- ENTER THE DATA INTO WEBSILK
- GATHER DATA FROM VIEWPOINT TO PREPARE FOR MEETINGS AND SUPPORT TEACHERS
- SUPPORT TEACHERS WITH STRATEGIES AND INTERVENTIONS
- COLLECT AND SUPPORT THE DATA WITH TEACHERS
- SUPPORT TEACHERS SO THEY CAN FOCUS ON TEACHING AND LEARNING
- MAINTAIN COMMUNICATION – EMAILS AND CORRESPONDENCE – WITH TEACHERS AND PRINCIPALS
- ATTEND MONTHLY SIT COORDINATOR MEETINGS TO BE THE CONDUIT OF INFORMATION AND RESOURCES
- FACILITATE THE EVALUATION OF

	<p>THE SIT PROCESS</p> <ul style="list-style-type: none"><li>- AND FINALLY, PROVIDE COMMUNITY RESOURCES AND AGENCIES OR WRAPAROUND SERVICES TO TEACHERS, PARENTS AND STUDENTS</li></ul> <p>THE COUNSELOR IS THE LIAISON BETWEEN STUDENT, FAMILY AND COMMUNITY SERVICES FOR THE PURPOSE OF SUPPORTING SCHOOLS.</p>
<p>THE SIT PLAN</p>	<p>PLEASE TURN TO PAGE 2 OF THE PLAN.</p> <p>THE STUDENT IMPROVEMENT TEAM FACILITATES THE PROBLEM SOLVING APPROACH WHICH RESULTS IN THE DEVELOPMENT OF AN INTERVENTION PLAN WHICH DOCUMENTS</p> <p>STEP ONE: PROBLEM IDENTIFICATION – WHAT IS THE CONCERN?</p>

	<p><b>STEP TWO: PROBLEM ANALYSIS – WHAT IS THE GOAL?</b></p> <p><b>STEP THREE: DEVELOP/IMPLEMENT AN INTERVENTION PLAN WITH PROGRESS MONITORING</b></p> <p><b>STEP FOUR: EVALUATE AND REVISE THE PLAN</b></p> <p><b>THE STUDENT IMPROVEMENT PLAN HAS BEEN REDUCED TO TWO PAGES TO FACILITATE A MORE FLUID PROCESS.</b></p>
<p><b>STEP ONE FOR MORE DETAIL</b></p> <p><b>PROBLEM IDENTIFIC ATION</b></p> <p><b>STEP 2 IN MORE DETAIL</b></p>	<p><b>PLEASE DRAW YOUR ATTENTION TO THE PROBLEM IDENTIFICATION SECTION OF THE PLAN.</b></p> <p><b>INTERVENTIONS ARE BUILT UPON THE STUDENT’S STRENGTHS. THE TEAM SHOULD ASK SPECIFIC QUESTIONS THAT CAN LEAD TO ROOT CAUSES RELATED TO THE CONCERN.</b></p>

**PROBLEM  
ANALYSIS**

**PROBLEM ANALYSIS IS DEFINED AS  
BREAKING THE PROBLEM APART  
THROUGH EXPLORATION OF FACTORS  
THAT MAY AFFECT OR CAUSE THE  
PROBLEM.**

**DIFFICULT BEHAVIORS RESULT FROM  
UNMET NEEDS AND CAN TELL US  
IMPORTANT THINGS ABOUT A  
STUDENT'S LIFE.**

**THE TEAM SHOULD FOCUS THEIR  
BRAINSTORMING OF THE ROOT CAUSE  
OF THE TARGETED CONCERN AROUND  
INSTRUCTION, ENVIRONMENT,  
CURRICULUM, LEARNER AND  
COMMUNITY.**

**WHEN BRAINSTORMING POTENTIAL  
CONTRIBUTING FACTORS, THE TEAM  
UTILIZES THE FOLLOWING STATEMENT.**

WE THINK THE “TARGETED CONCERN” IS OCCURRING BECAUSE OF POTENTIAL CONTRIBUTING FACTORS FROM EACH OF THE FIVE CATEGORIES.

**STEP THREE: DEVELOP/IMPLEMENT AN INTERVENTION PLAN WITH PROGRESS MONITORING**

PLEASE TURN TO PAGE 3 OF THE PLAN.

ONCE THE TEAM HAS SELECTED A CONCERN THE TEAM BRAINSTORMS TO GENERATE INTERVENTIONS AND SELECT THOSE THEY THINK WILL WORK.

AN INTERVENTION IS AN ACTION THAT IS TAKEN IN ORDER TO BRING ABOUT A CHANGE IN THE STUDENT’S PERFORMANCE.

DATA-BASED INTERVENTION STRATEGIES THAT ADDRESS THE FUNCTION OF THE STUDENT’S PROBLEM BEHAVIOR INCLUDES 1)

TEACHING A SOCIAL SKILL OR REPLACEMENT SKILL 2) REARRANGING THE ENVIRONMENT TO PREVENT THE PROBLEM BEHAVIOR AND THE DESIRED BEHAVIOR CAN BE ENCOURAGED 3) IDENTIFYING CLEAR PLANS FOR RESPONDING TO PROBLEM BEHAVIOR 4) MONITORING, EVALUATING AND REASSESSING THE PLAN.

STRATEGIES THAT IMPROVE FIDELITY OF THE INTERVENTION IS THE TEACHER'S RESPONSIVENESS TO IMPLEMENTING THE INTERVENTIONS -- IS THERE

- 1) AN UNDERSTANDING OF THE "NEED" FOR THE INTERVENTION
- 2) SUPPORT FOR THE IMPLEMENTATION OF THE INTERVENTION.

PROGRESS  
MONITORING

PROGRESS MONITORING IS A PROCESS FOR TRACKING STUDENT

<p>AND DATA COLLECTION</p>	<p>PERFORMANCE IN THE PROBLEM AREA AND DEVELOPED BEFORE THE INTERVENTIONS ARE IMPLEMENTED.</p> <p>--MAKE SURE THE TIMEFRAME IS LONG ENOUGH FOR THE TEAM TO SEE A CHANGE BASED ON THE DATA COLLECTED. A MINIMUM OF TWO WEEKS OF DATA COLLECTION IS RECOMMENDED.</p> <p>A WEBSITE THAT PROVIDES EXCELLENT MEASUREMENT TOOLS IS <a href="http://WWW.INTERVENTIONCENTRAL.ORG">WWW.INTERVENTIONCENTRAL.ORG</a></p>
<p>EXPECTED OUTCOME</p> <p>EXAMPLES</p>	<p>ONCE THE TEAM HAS DEVELOPED A PLAN FOR PROGRESS MONITORING,</p> <p>THE TEAM IS TO SET AN EXPECTED OUTCOME THAT DESCRIBES WHAT THE STUDENT WILL BE DOING DIFFERENTLY AS A RESULT OF THE INTERVENTION.</p> <p>A DECREASE IN THE NUMBER OF ANGRY OUTBURSTS AN INCREASE IN HOMEWORK COMPLETION A INCREASE IN ON-TASK BEHAVIOR</p> <p>THE <u>BEHAVIOR INTERVENTION MANUAL</u> OUTLINES GOALS, OBJECTIVES AND</p>

	<p>INTERVENTIONS STRATEGIES AS A RESOURCE.</p>
<p>EVALUATION/MONITORING</p>	<p>THE TEAM EVALUATES THE DATA TO DETERMINE IF THE STUDENT IMPROVEMENT PLAN WAS IMPLEMENTED WITH FIDELITY.</p> <p>--THE EXTENT TO WHICH THE INTERVENTION WAS APPLIED AS PLANNED. IF IT WAS NOT FOLLOWED, DETERMINE WHY IT WAS NOT</p> <p>--WHETHER OR NOT THE TIMELINE WAS FOLLOWED</p> <p>--WHETHER THE DATA COLLECTION PLAN WAS FOLLOWED</p> <p>--WHETHER THE APPROPRIATE DATA WAS COLLECTED</p> <p>--MAKE SURE THE DATA WAS SUMMARIZED COMPLETELY</p> <ul style="list-style-type: none"> <li>■ IS THE STUDENT MAKING ADEQUATE PROGRESS?</li> <li>■ WHAT DOES THE DATA LEAD US TO BELIEVE ABOUT THE INTERVENTION EFFECTIVENESS?</li> </ul>

	<ul style="list-style-type: none"><li>■ WHAT DOES OR DOES NOT APPEAR TO BE WORKING WITH THIS INTERVENTION?</li><li>■ WHAT ARE THE NEXT STEPS?</li><li>■ WHO IS RESPONSIBLE FOR DOCUMENTING THE TEAM DECISIONS ON THE SIT PLAN?</li></ul> <p>THE SCHOOL PSYCHOLOGIST MUST BE PRESENT AFTER THE 3<sup>RD</sup> OR 4<sup>TH</sup> FOLLOW UP MEETING IF A PATTERN OR TREND IS EVIDENT FROM THE GRAPHED DATA COLLECTED.</p>
SONYA	<p>IN CONCLUSION, PLEASE CALL THE STUDENT, FAMILY AND COMMUNITY SERVICES DEPARTMENT FOR ANY ASSISTANCE WITH THE STUDENT IMPROVEMENT TEAM PROCESS.</p> <p>“NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL, COMMITTED PEOPLE CAN CHANGE THE WORLD. INDEED, IT’S THE ONLY THING THAT EVER HAS.” - MARGARET MEAD</p>