Multi-Tiered Systems of Support (MTSS)

Sunset Ranch's Inclusive Behavioral Programs and Support

**Universal Design for Learning (All Students)**

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.

Recognizing that the way individuals learn can be unique, the UDL framework, first defined by David H. Rose, Ed.D. of the Harvard Graduate School of Education and the Center for Applied Special Technology (CAST) in the 1990s, calls for creating curriculum from the outset that provides:

- *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
- *Multiple means of expression* to provide learners alternatives for demonstrating what they know, and
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Curriculum, as defined in the UDL literature, has four parts: instructional goals, methods, materials, and assessments.UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning, as well as other obstacles. UDL principles also lend themselves to implementing inclusionary practices in the classroom.

[Graphic Representation of UDL](#)
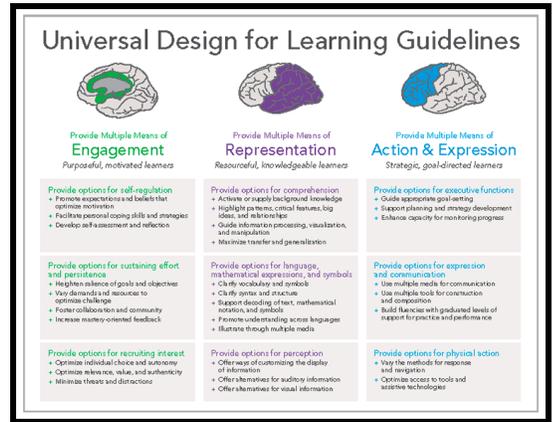
Response to Intervention - RTI (All Students)

There is an enormous body of [research](#) indicating that all students make the most academic progress when they are provided with increasingly intensive interventions and/or opportunities to accelerate. The type of tiered intervention system referred to as "Response to Intervention" or RTI.

One way to insure that regular RTI interventions/accelerations take place is by implementing a teaching model in which all students within a grade level are regularly assessed and placed in leveled groups for a forty minute block of targeted instruction four days weekly. For example, students at a grade level might be placed in a four levels based on their needs including an intensive group who
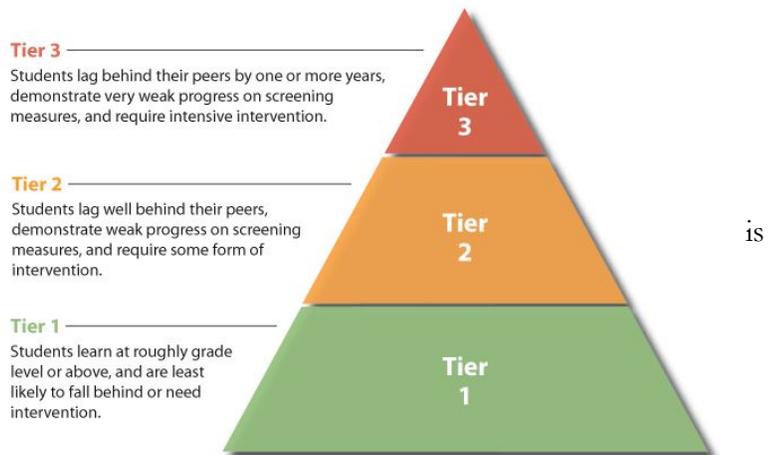
receives research-based curricula (needs significant support), a strategic group (needs some support), and benchmark (at grade level group), and an accelerated group (requires extension).

Through this process, students neither become overwhelmed or bored. Instead, their instructional needs are being routinely met through targeted, small group instruction or through accelerated learning opportunities. Movement between the different instructional tiers is fluid and based on student performance. Grade level teachers continually make the necessary changes in student placement in order to meet each student's individual learning needs. This process results in all students reaching their full potential more rapidly.

Rocklin Unified School District has endorsed RTI and flexible student grouping and is implementing it this year across the district. Each student at Sunset Ranch in grades first through fifth is assessed and will begin to participate in RTI rotations from October-May. In 2017-18, the RTI instructional time block will be dedicated to English-Language Arts, specifically - reading comprehension strategies, vocabulary, and fluency. After RTI, students will return to their homeroom class and continue English Language-Arts instruction for another hour and a half focusing on additional Common Core state standards.

Resource Specialist Program - RSP (Qualifying Students)

The Resource Specialist Program is a function of special education. It is the least restrictive special education option for students needing additional academic support in mathematics and English-Language Arts.

In the RSP model, students are placed in a general education class and receive specialized academic instruction (SAI) either through a special education teacher pushing into the class or during regularly scheduled pull out sessions. In either case, small group instruction will be the norm in terms of delivering the needed support. The amount of SAI required by a student in the RSP program is determined by the IEP team and based on the current goals.

Student Criteria to Consider for Optimal Success in the RSP Model
A student can access grade level curriculum in a large group setting with minimal accommodations and modifications.
A student has minimal or no behavioral concerns and if there are issues, these can be easily mitigated by the classroom teacher.

The Inclusion Program (Qualifying Students)

The Inclusion Program is a function of special education. It is a minimally restrictive option for students that can benefit from routine access to general education content and peers.

Students in the inclusion model are placed in a general education classroom. With support from the general education teacher and inclusion teacher, curriculum and content is modified to make it accessible to the student participating in inclusion. Regular opportunities are provided for inclusion students to work collaboratively with their peers in order to have access to typical behavioral and social norms and when appropriate, a behaviorist can collaborate to support these activities. For all extents and purposes, students in the inclusion model participate in general education classes, routines, and extracurricular activities. However, students participating in inclusion may be pulled from the general education classroom to receive specialized academic instruction (SAI). To the extent possible, designated instruction and services (DIS) should be delivered with focus on supporting the students' access and skills for the instructional program of the classroom, and supporting teachers through a strong consultation model.

A program or classroom aide may be used to support a student's academic, behavioral, and social needs in the classroom. However, the goal of instructional aide support, particularly as students age up, is to promote independence in all areas.

Student Criteria to Consider for Optimal Success in a Full Inclusion Model
A student can access and make progress towards grade level curricula in a large group setting with appropriate accommodations and modifications.
A student can make progress towards their individual academic goals through specialized academic instruction and small group settings that are facilitated within the school's multi-tiered systems of support, in consultation with specialists representing designated instructions and services.
A student has minimal or no behavioral goals and/or can readily respond to appropriate behavioral supports which can be easily mitigated by the classroom teacher and/or instructional aide.
A student has the ability to attend to and respond to models of appropriate peer behavior, language, and social skills in a general education setting.

The Launchpad (Qualifying Students)

The Launchpad program is a function of special education and is a moderately restrictive option that provides regular structured inclusion, specialized academic instruction (SAI), and behavioral support. An example of programming that a student participating in the Launchpad program, as determined by his/her IEP team, might include:

- Regular inclusion in a general education classroom during morning business, science instruction/science lab, the arts, physical education, Spanish, recess/lunch and other special

activities to provide general education peer models and socialization.

- Daily blocks of specialized academic instruction in a structured, small group setting (no greater than 4:1) in mathematics and English-Language Arts with a credentialed special education teacher.
- Structured scaffolding with gradual increase of student independence in academics, socialization, and behavioral regulation.

Student Considerations for Optimal Success in the Launchpad SDC Model
For the student to receive educational benefit, he/she requires targeted and intensive small group instruction to make progress towards their IEP goals in mathematics and English-Language Arts.
A student has some behavioral goals that can be supported in a small group setting and by an instructional aide during inclusion.
A student has the ability to attend and respond to models of appropriate peer behavior, language, and social skills in a general education setting.

Sunset Ranch's Inclusive Behavioral Programs and Support

Positive Behavior Interventions and Supports (PBIS)
PBIS stands for Positive Behavior Interventions and Supports. PBIS provides the multi-tiered system of supports for Sunset Ranch Elementary to organize evidence based **behavioral interventions** into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on Tier 1, creating and sustaining school-wide, classroom, and individual systems of support for all students, so that misbehavior is less rewarding, and desired behavior is more effective. For some students, Tier 2 includes specific interventions that support students socially and behaviorally. Finally, a few students who have more intensive behavioral needs may require individual and specialized services. This system is supported by a structured use of data by our school team in order to make determinations about student needs and monitor their success with behavioral interventions.
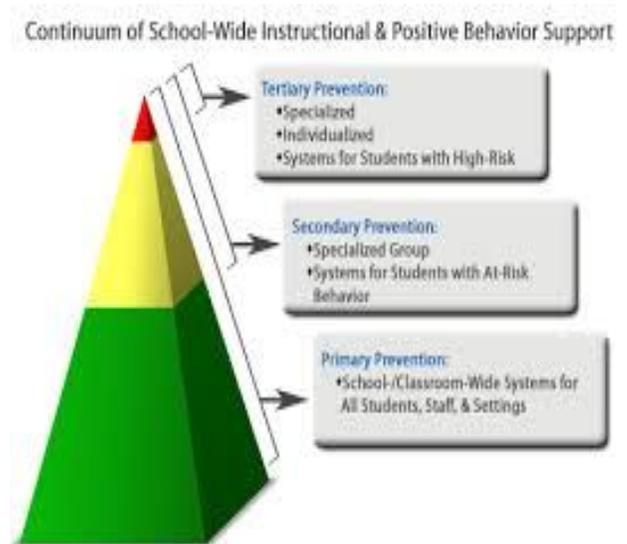
The evidence based features of School-Wide PBIS include:
- Prevention by being proactive
- Defined and taught positive social expectations
- Acknowledgement of positive behaviors
- Consistent, appropriate consequences for problem behavior
- On-going collection and use of data for team based decision making for students who need "more"
- A continuum of intensive, individual intervention supports
- The evaluation of our systems to ensure effective practices

Tier 1 - Clear Expectations for Behavior for ALL Students
The purpose of PBIS is to ensure schools have more effective and equitable learning environments. In Tier 1, this is begun through the establishment of clear expectations for behavior. These are taught, modeled, and reinforced across all settings and by all staff. This provides a school environment that supports students in their social and academic interactions. All school staff are active participants in the school-wide programming, including General Education and Special Education staff, Certified and Classified staff, bus drivers and cafeteria and custodial staff, even volunteers and substitute teachers.

Sunset Ranch School-Wide Rules:

COYOTES, CAN: Cooperate, Are Safe, Never Give Up!
Coyotes, Can! School Wide Behavior Matrix

Our few positively stated rules facilitates the teaching of behavioral expectations across school settings because students will be learning through the same language. By focusing on three simple rules it is easier for students to remember. It is also important for staff because instruction focusing on a few simple rules will improve teaching and consistency across staff through the use of a common language. Positively stated rules are important, because research has shown that recognizing students for following the rules is even more important than catching them breaking the rules. By stating rules positively, the hope is that staff will be more likely to use the rules to catch students engaging in the appropriate behavior.

Tier 1 - Consequences
In order to maximize student instructional time our staff address problem behavior in their classroom as much as possible. We have developed a clear discipline plan, which teaching expectations and routines, incentives for positive behavior, and clear classroom responses to problem behavior for their classroom.
The following pages contain materials outlining the consequence system at our school:
- Office Discipline Referral form
- Discipline Procedures Flowchart

Data Informed Decision Making
Data-informed decision-making aligns instruction and behavioral supports to student and staff needs. Our school team analyzes data from office discipline referrals to identify problem areas, and they brainstorm interventions in how to teach and reinforce the behavior expectations. These interventions are primary prevention and are proven to reduce school behavior problems and promote a positive school culture. School behavior teams also work to establish systematic strategies for at-risk students and use functional behavior assessments to develop individualized interventions for students who present the most significant behavior challenges.
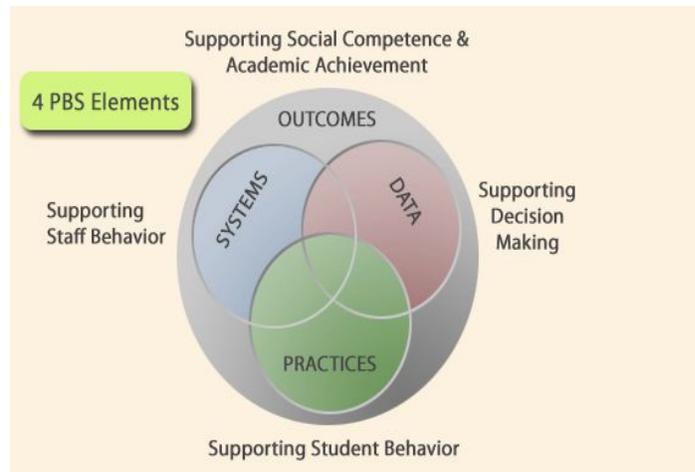
Tier 2 - Interventions for Struggling Students
The Tier II-III Intervention Team is comprised of an administrator, special education staff, teachers, and a behavior specialist when needed. The team uses data to identify students, provide appropriate interventions such as Behavior Intervention Supports and Plans, Check in Systems or Social Skills Groups. Then, they monitor the interventions for students needing more support than Tier I interventions provide. Students that are not progressing with Tier I supports and need additional interventions. Students can be referred through a request for assistance by school staff and families. Students will also be referred from data (attendance, office discipline referrals, etc.) Staff will complete a Request for Assistance form and email it or send it to the Intervention Team leader.

Tier 3 - Intensive Interventions for Students
Sunset Ranch's goal is to provide a continuum of supports that begins with the whole school and extends to intensive, wraparound supports for individual students and their families who have intensive needs or who are in crisis. The site may utilize the services of our School Based Therapist or a District Behaviorist, or may refer our

families to outside resources and services. In each case, actions plans for supporting students with their social, emotional and academic success are developed and monitored.