

## SCHOOL-LEVEL TEAM CHECKLIST FOR INTEGRATING PRACTICES

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The team adopts schoolwide and classroom interventions based on their evidence base.			
2. Interventions are selected and organized along a tiered continuum that increases in intensity (e.g., frequency, duration, individualization, expertise in support).			
3. The team creates and maintains an MTSS Quick Audit to map the continuum of interventions provided in the school.			
4. The team creates and maintains a Tier 2 Function-Based Intervention and Resource Mapping Worksheet to map their academic and behavior interventions onto the function of problem behavior.			
5. Grade-level teams complete Integrated Instructional Plans at least twice per year.			
6. Academic and behavior practices are implemented (a) with fidelity (Chapter 3) and (b) in line with the six principles of quality of instruction (see pp. 114–118).			
7. Schoolwide behavior expectations are identified and taught to promote prosocial behavior, increase instructional time, and remove distractions from instruction.			
8. Classroom management systems are consistent with the schoolwide PBIS systems (e.g., same as schoolwide expectations, access to schoolwide acknowledgment).			
9. Classroom teachers provide explicit instruction in how the schoolwide behavior expectations apply to their classrooms.			
10. Classroom teachers provide explicit instruction in classroom routines (e.g., turning in assignments, transitions to and from classroom, requesting assistance) that is consistent with schoolwide expectations.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

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## DISTRICT-LEVEL TEAM CHECKLIST FOR INTEGRATING PRACTICES

Implementation Step	Implementation Status		
	Not in place	Partially in place	In place
1. The district team creates and maintains a district-level MTSS Quick Audit to map the continuum of interventions supported within the district.			
2. The district team develops and maintains a list of recommended evidence-based practices across the tiered continuum for both academic and behavior support.			
3. The district team collects and shares sample MTSS Quick Audits, Tier 2 Function-Based Intervention and Resource Mapping Worksheets, and Integrated Instructional Plans.			
4. The district team supports school-level teams in selecting evidence-based practices based on their existing practices, resources, and needs.			
5. The district team provides schools with access to materials and training in implementing recommended interventions with fidelity.			
6. The district team conducts needs assessments to identify additional practices that may be needed in schools.			

Priority for Action Planning (the three most important items from above)	Who is responsible?	By when?	How will we know when it is accomplished?
1.			
2.			
3.			

**APPENDIX 4.1**

**MTSS Quick Audit**

School: \_\_\_\_\_

Date: \_\_\_\_\_

Grade Level/Classroom: \_\_\_\_\_

Domain: \_\_\_\_\_

**List practices (strategies, programs)**

ALL (Tier 1):

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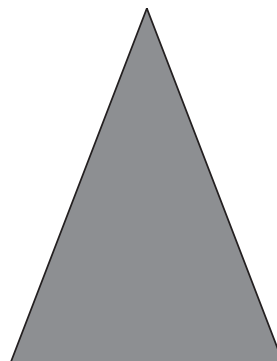
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SOME (Tier 2):

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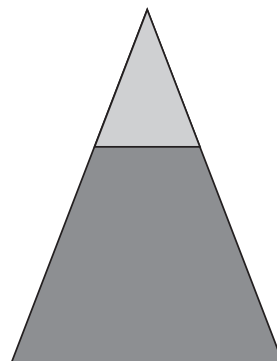
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FEW (Tier 3):

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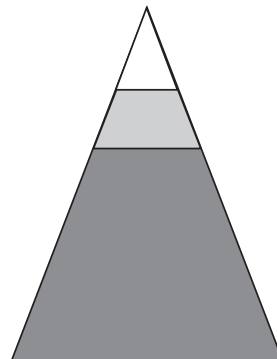
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## APPENDIX 4.2

# Tier 2 Function-Based Intervention Resource Mapping Worksheet

**School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Purpose:** This worksheet is designed to be used as a map when discussing function-based behavior support needs. Use it as a reference when selecting intervention options for individual students or identifying school needs for additional practices.

**Tier 2 interventions defined:** *Common features include (1) additional skills instruction and practice, (2) increased structure and prompts, (3) increased feedback, (4) provided in the same way to most students, and (5) available to anyone within 72 hours.*

**Instructions:** List the targeted interventions that are available in your school across the top. Identify the possible functions (or features) that the intervention is designed to support by putting an X in each cell.

*Examples:*

- Check-in/check-out offers predictable adult attention, structure, feedback, and additional functions (e.g., peer attention, escape) with slight modifications.
- Social skills groups may offer adult and peer attention and instruction in skills to request choices or appropriate task avoidance.

Tier 2 Interventions → Features ↓					
Access to adult attention					
Access to peer attention					
Access to choice of alternative activities					
Options for avoiding aversive activities					
Options for avoiding aversive social attention					
Additional structural prompts for “what to do” throughout the day					
At least five structured times each day to receive feedback					
School–home communication system					
Option to adapt into a self-management system					

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## APPENDIX 4.3

### Integrated Instructional Plan: Literacy and Behavior

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

Team Members: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** After reviewing your grade-level data, complete the cells below. The purpose of this tool is to direct support efforts within and across all classes for the grade level.

**Literacy Focus:**

**Behavior Focus:**

(continued)

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Integrated Instructional Plan: Literacy and Behavior (page 2 of 4)

		Students	Program and Materials	Integrated Academic and Behavior Considerations (universal focus)	Instructor	Time/Days	Progress Monitoring	Weeks Until Next Benchmark
<b>Benchmark/Universal Support</b> For all students, provide a scientifically-based core program that focuses on the “Big Ideas” of each domain, and is effective for meeting the needs of most (≥ 80%) of students.	<b>Literacy</b>	All students						
	<b>Behavior</b>	All students						

(continued)

Integrated Instructional Plan: Literacy and Behavior (page 3 of 4)

		Students	Program and Materials	Integrated Academic and Behavior Considerations (universal focus)	Instructor	Time/Days	Progress Monitoring	Weeks Until Next Benchmark
<b>Strategic/Targeted Intervention</b> For students not making adequate progress with core. Students with similar needs are grouped and provided intervention in specific areas, based on student need and "Big Ideas."	<b>Literacy</b>							
	<b>Behavior</b>							

(continued)

Integrated Instructional Plan: Literacy and Behavior (page 4 of 4)

		Students	Program and Materials	Integrated Academic and Behavior Considerations (universal focus)	Instructor	Time/Days	Progress Monitoring	Weeks Until Next Benchmark
<b>Intensive/Individualized Support</b> For students having significant challenges that are unlikely to be supported by core and strategic support. Students are provided highly specific and individualized interventions derived from assessment results.	<b>Literacy</b>							
	<b>Behavior</b>							



## APPENDIX 7.1

### MTSS Initiative Alignment Worksheet

**Directions:** List all existing initiatives (school and/or district), their intended recipients, outcomes measures used to gauge success, and whether they are mandated. Then, for each practice (or model) being evaluated for adoption, complete the worksheet by describing how the practice aligns with each existing initiative (e.g., does it conflict with or duplicate efforts?), and what value it adds for each existing initiative. If multiple options are being evaluated, complete a separate worksheet for each practice. Once complete, consider whether the proposed practice (1) meets a need, (2) could be integrated with or replace an existing initiative, and (3) could make other initiatives (especially mandated ones) better. This value added can be shared with administrators, staff, and the school community to mobilize support for a new practice. In addition, identify any initiatives that can be removed or modified to make room for a new initiative.

**Practice (or model) being evaluated for adoption:** \_\_\_\_\_

Existing Initiative	Intended Recipients	Outcome Measure(s)	Mandated Initiative?	Alignment with Practice Being Evaluated	Value Added by Adopting Practice
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
			<input type="checkbox"/> Yes <input type="checkbox"/> No		
			<input type="checkbox"/> Yes <input type="checkbox"/> No		

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