



# URGENT INTERVENTION REQUIRED (UIR) BEHAVIORAL INTERVENTION GUIDANCE

Students with chronic behavior problems face significant challenges in the classroom. Students displaying behavior problems often exhibit other high-risk indicators such as excessive absenteeism, lack of engagement, academic difficulties in multiple content areas, and grade retention. In order to provide all children with access to a great education, the Louisiana Department of Education (LDOE) is focused on enhancing school climate and improving behavioral intervention practice in schools. The primary objective of all behavioral intervention practice is to ensure struggling students are identified and receive appropriate evidence-based interventions to assist them in progressing toward graduation, postsecondary education, and a career. Schools and school systems should utilize academic, behavioral, and mental health interventions and supports to ensure students are provided meaningful behavioral remediation to continue academic pursuits.



In instances where schools have high suspension rates, defined as two times the national average for the past three years, the school system should select a **behavior intervention (BI) partner** by February 1, 2019 with whom to develop strategies specific to the needs of the school. The school system and BI partner will collaborate to design, plan and implement a multi-tier system of support (MTSS) to respond to student behavior utilizing evidence based practices and strategies. By June 24, 2019, school systems must submit to LDOE application question responses detailing a behavior intervention plan with strategies. Strong plans will be eligible for approval and funding support. The core components of a strong BI plan are identified below. This document is designed to guide development of the plan, inclusive of resources developed by the LDOE to support successful implementation of a MTSS. The **UIR for Behavior Intervention Planning Application** must be submitted to [behaviorintervention@la.gov](mailto:behaviorintervention@la.gov) no later than June 24, 2019.

Competitive funding is available to support UIR for behavioral intervention redesign. School systems may request additional competitive funding, up to \$25,000, in the submission of a behavior intervention plan with strategies. The table on the subsequent page includes the total projected costs for 2019-2020. School systems should plan to cover some of these costs with existing funds.



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CORE COMPONENT	CORE COMPONENT DESCRIPTION	FUNDING PRIORITIES	PROJECTED COSTS FOR 2019-2020
<p>Multi-tier System of Support (MTSS)</p>	<p>MTSS prioritizes alignment of resources and support for students, teachers and staff. MTSS includes universal screening of all students for social and emotional needs, collaborative data-based decision making to guide more intensive screening and referrals, evidence based interventions for students that struggle in routine instruction and social-emotional behaviors, and frequent progress monitoring of interventions to facilitate necessary adjustments.</p> <p>School systems should identify and implement a system of behavioral intervention response that aligns with the MTSS framework. This will include the use of implementation science to bolster the five tenets of MTSS: (1) Team-Driven Shared Leadership, (2) Data Based Problem Solving and decision making, (3) Layered Continuum of Supports, (4) Evidence Based practices, and (5) Family, School and Community Partnering. All five tenets must be reflected in the overall plan submitted.</p>	<ul style="list-style-type: none"> <li>Development and implementation of all elements of MTSS that address all tiers of response</li> </ul>	<ul style="list-style-type: none"> <li>Behavior Intervention plan implementation - approximate range of \$15,000 up to \$45,000</li> </ul>
<p>Tier 2 and 3 Behavior Interventions in a MTSS</p>	<p>Students with chronic behavior problems face significant challenges in the classroom. Students displaying behavior problems often exhibit other high-risk indicators such as excessive absenteeism, lack of engagement, academic difficulties in multiple content areas, and grade retention. The primary objective of all behavioral intervention practice is to ensure struggling students are identified and receive appropriate evidence-based interventions to assist them in progressing toward graduation, postsecondary education, and career readiness. Schools and school systems should utilize academic, behavioral, and mental health interventions and supports to ensure students are provided meaningful behavioral remediation to continue academic pursuits.</p>	<ul style="list-style-type: none"> <li>Program development and training costs-to support implementation of a Tier 2 and/or Tier 3 intervention(s) from the <a href="#">LDOE BI portfolio</a></li> </ul>	<ul style="list-style-type: none"> <li>Purchase of behavioral intervention(s) from the <a href="#">LDOE portfolio</a> - approximate range of \$5,000 up to \$15,000</li> </ul>



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<p>Social-Emotional Learning (SEL) Curriculum</p>	<p>Recent research demonstrates that to be successful in adult life, students must master not only core academics (literacy, numeracy, etc.) but also master social emotional skills and a mindset that embodies a good citizen (Bock, 2015). Socio-emotional functioning of students, a non-academic component of schooling, is inextricably intertwined with academic functioning.</p> <p>Social-Emotional Learning (SEL) curricula and strategies should be implemented within a Multi-Tiered Systems of Support (MTSS) framework. Use of an SEL curricula is one component of a system of prevention, response and intervention to assist students struggling with disruptive or concerning behaviors. The SEL curriculum should be used heavily in workforce learning to expand awareness of SEL deficiencies and as a tier 1 intervention for problematic student behavior.</p>	<ul style="list-style-type: none"> <li>Program development and training costs to support implementation of a <a href="#">LDOE approved SEL curriculum</a></li> </ul>	<ul style="list-style-type: none"> <li>Costs associated with the purchase and implementation of a SEL curricula from the <a href="#">LDOE portfolio</a> - approximate range of \$10,000 up to \$20,000</li> </ul>