

The background of the slide is a dense, multi-colored stack of books, creating a textured, library-like appearance. The books are of various sizes and colors, including red, blue, green, yellow, and white. Some titles are visible, such as 'Gasthaus-Jantzen', 'Die Wilden', 'KONSALIK', 'Harley', and 'Das Riff'.

MTSS Implementation in Rural Schools - Tiered Tales from Tiny Towns

Brit'ny Stein, Ph.D., NCSP, HSP

Osage County Interlocal Cooperative

Session Outcomes

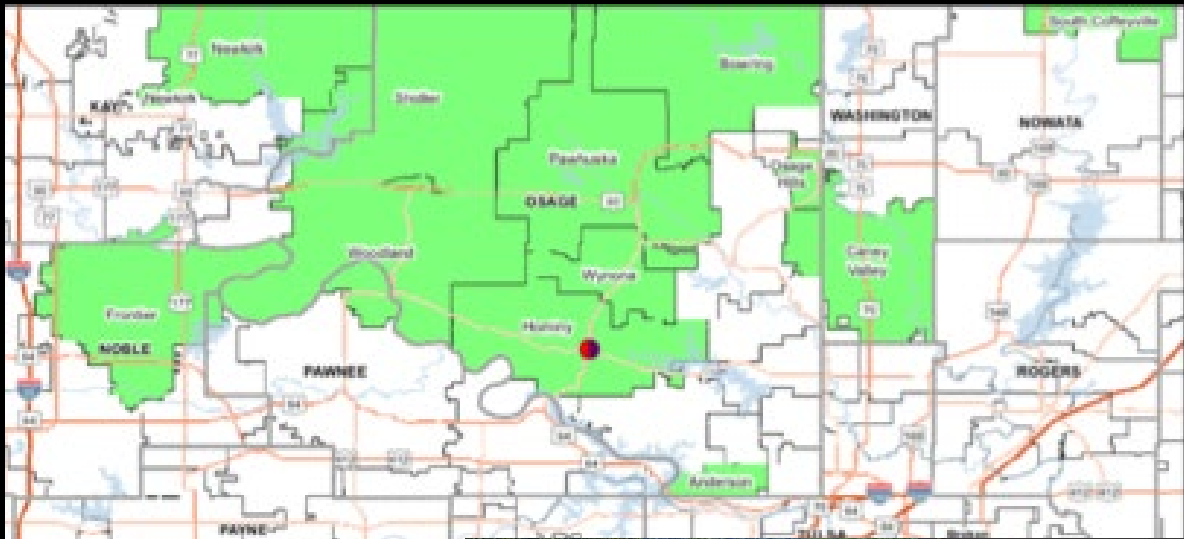
- Learn how to support administrator adaptability
- Be able to create flexible teaming structures for problem-solving
- Pursue unique solutions for gaps in qualified personnel



Once Upon a Time...



Osage County Interlocal Cooperative



Date: 8/19/2019

Author: JR

Printer: J. Smith

Osage County





“Go forth into
my kingdom
bringing the
message of
PBIS!”







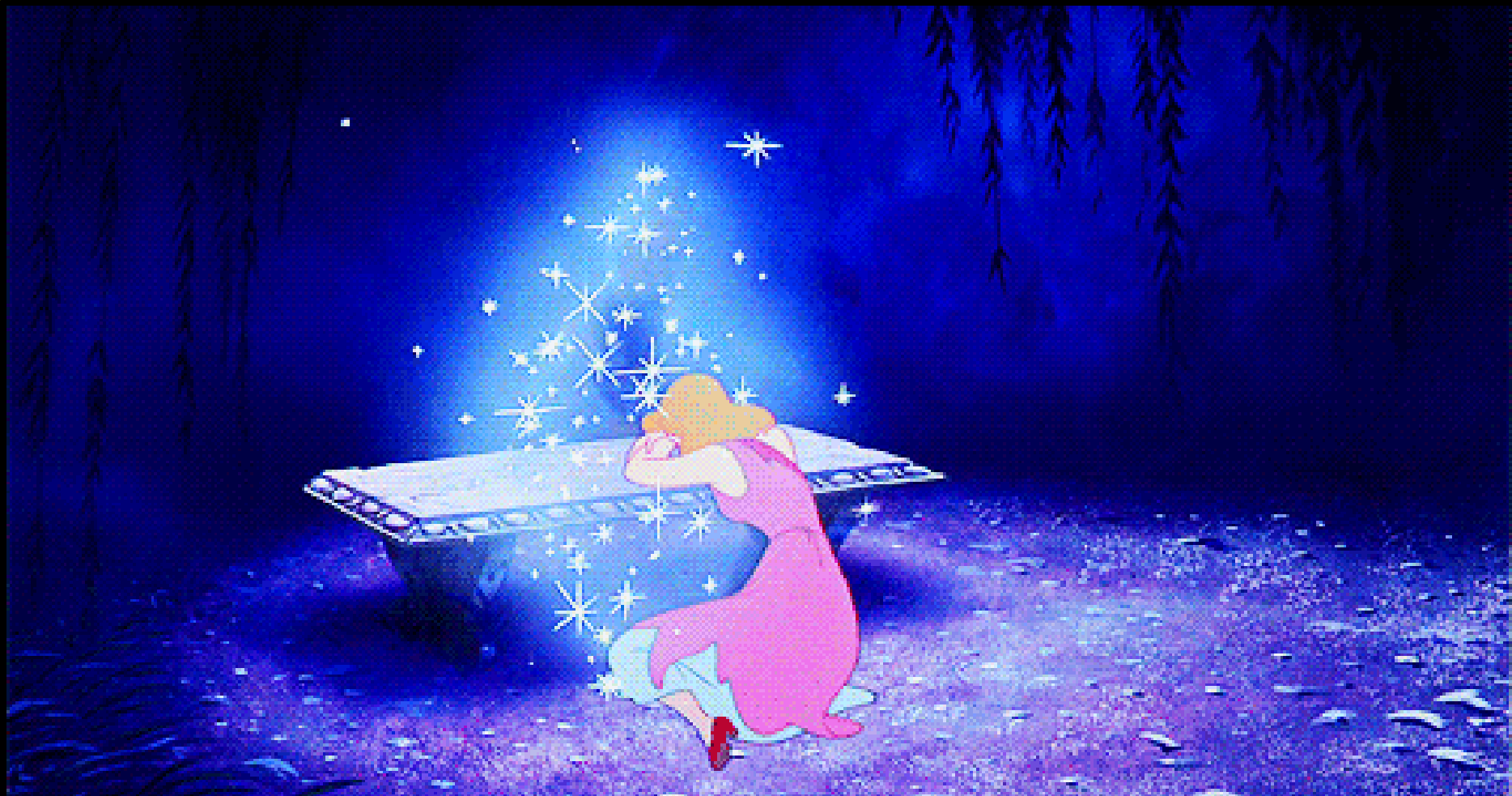
A photograph of a library aisle with tall wooden bookshelves filled with books. The lighting is warm and dim, with a red 'EXIT' sign visible in the distance. In the center of the aisle, an open book is glowing with a bright, ethereal light, making it stand out from the surrounding books. The overall atmosphere is quiet and scholarly.

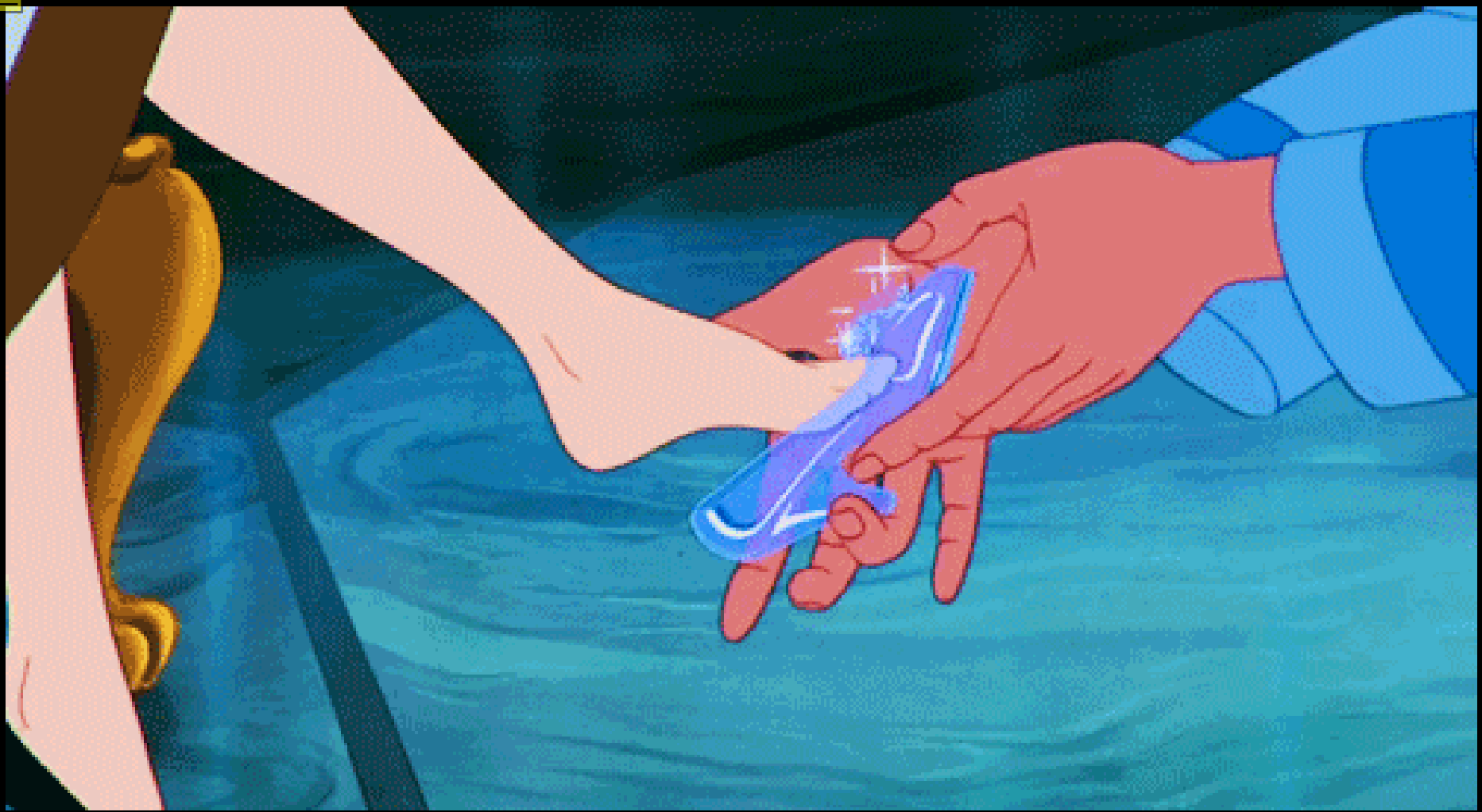
CINDERELLA



Multiple Hats

- Serving as a bus driver for the afternoon bus route
- Cafeteria duty
- Serving as a substitute
- Running after-school programming
- Coaching a school sport
- Teaching core content classes
- Teaching specials classes







I AM STRONG



When It Appears
Your
Administrators
are Trapped, Help
Support Them to
Best Adapt

A dimly lit library with bookshelves and an open book in the foreground. The text "SNOW WHITE AND THE SEVEN DWARVES" is overlaid in large, bold, black letters. In the background, there is a red "EXIT" sign and a book titled "HANS TRICK".

SNOW WHITE AND THE SEVEN DWARVES



School-wide Problem-Solving



Discuss SWPBIS and schoolwide behavior data

Team Roster:

- Principal/superintendent (same person)
- Special education teacher
- Teachers selected by the administrator

Individual Student Support



Discuss individual students' schoolwide universal screening academic data, identify students for Tier 2 behavior and academic interventions, and review progress monitoring data for academic and behavior interventions

Two Teams, Each Roster Includes:

- Principal/superintendent (same person)
- Special education teacher
- Half the teaching staff (divided by lower and upper grades- each teacher teaches two grades at a time)
- Interventionists when necessary

School-wide Problem-Solving



Discuss SWPBIS system, schoolwide behavior data, determine which students meet criteria for Tier 2 behavioral interventions, and review progress monitoring data for students in Tier 2

Team Roster:

- Principal
- 4 middle school teachers selected by the principal

Individual Student Support



Reading team and math team meet to discuss school-wide universal screening academic data, identify students for Tier 2 interventions, and review progress monitoring data

Two Teams, Each Roster Includes:

- Principal
- Core content instructor (one per subject for the school)
- When possible, paraprofessionals assisting with interventions

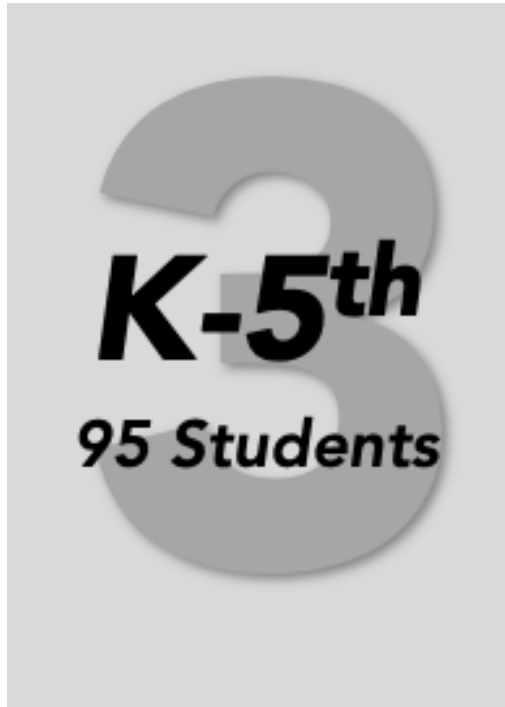
School-wide Problem-Solving & Individual Student Support

Discuss the SWPBIS system and schoolwide behavior data, universal screening academic data, identify students for Tier 2 behavioral and academic interventions.

As a four-day week school site, the administrator uses professional development funding to pay teacher to attend meetings on a day that school is not in session.

Team Roster:

- Principal
- All grade-level teachers (one teacher per single grade)



School-wide Problem-Solving



Discuss SWPBIS system and school wide behavior data

Team Roster (all volunteered):

- Principal
- Special education teacher
- Two teachers
- An interventionist

Individual Student Support - Academic

Twice per month (once for reading, once for math), team meets to discuss individual students' school-wide universal screening academic data, identify students for Tier 2 academic interventions, and review progress monitoring data for academic and interventions.

Team Roster:

- Principal
- Both grade-level teachers
- Paraprofessionals/AmeriCorp staff who deliver grade-level interventions



Individual Student Support - Behavior

Once per month, a team meets to discuss individual students who qualify for Tier 2 behavior supports, determine their interventions, and review progress monitoring data

Team Roster:

- Principal
- Support staff member identified as the main implementation manager for behavioral interventions
- Two teachers selected by the administrator



1st-5th
221 Students





More than Core Teachers and Administrators...

Use **Academic Interventionists** and **Paraprofessionals** (i.e., AmeriCorps, retired teachers, aides for special education students)... to incorporate schoolwide expectations into intervention time!



More than Core Teachers and Administrators...

Use **Support Staff** (i.e., Cafeteria Employees, Maintenance) to participate in leading daily school-wide morning meetings to help teach expectations to the students!



More than Core Teachers and Administrators...

Use **Specials Teachers** (i.e., P.E., music, computer, library) to become coordinator/mentor for implementing Tier II interventions.

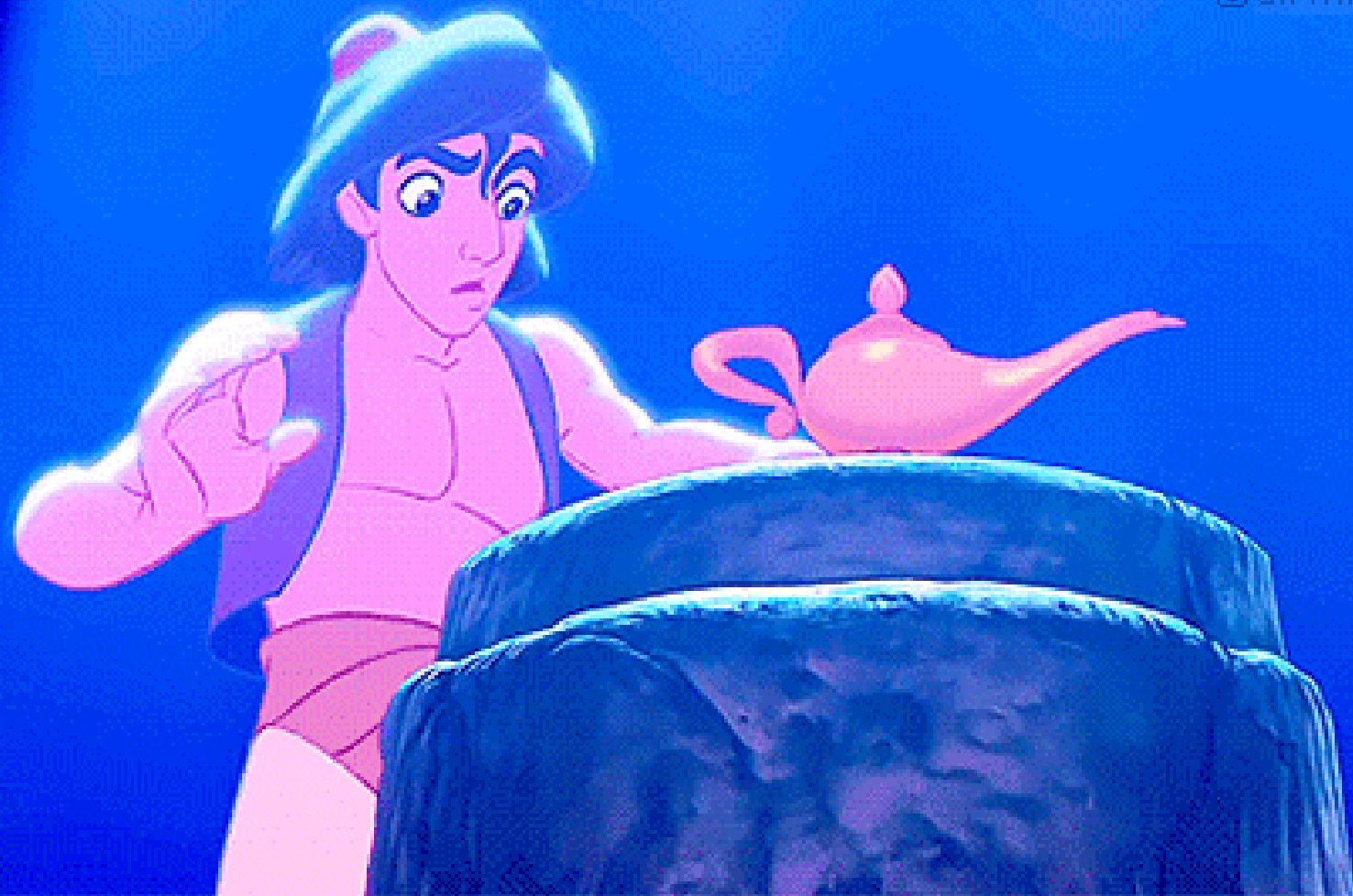


When Uncertain
of How to
Scheme,
Remember the
Principle of the
Flexible Team



ALADDIN









Project Management

Administrative activities, including budgeting and providing project oversight



Supervisors/Master Trainers

Provide MTSS training to external and internal coaches, ongoing supervision of external coaches, on-going support for internal coaches



Site Coaches (External MTSS Coaches)

Provide training and coaching support to internal coaches, their teams, and their schools (as needed)



Site Facilitators (Internal MTSS Coaches)

Facilitates implementation of MTSS at school by leading meetings and coordinating site-level trainings and activities with external coach and staff

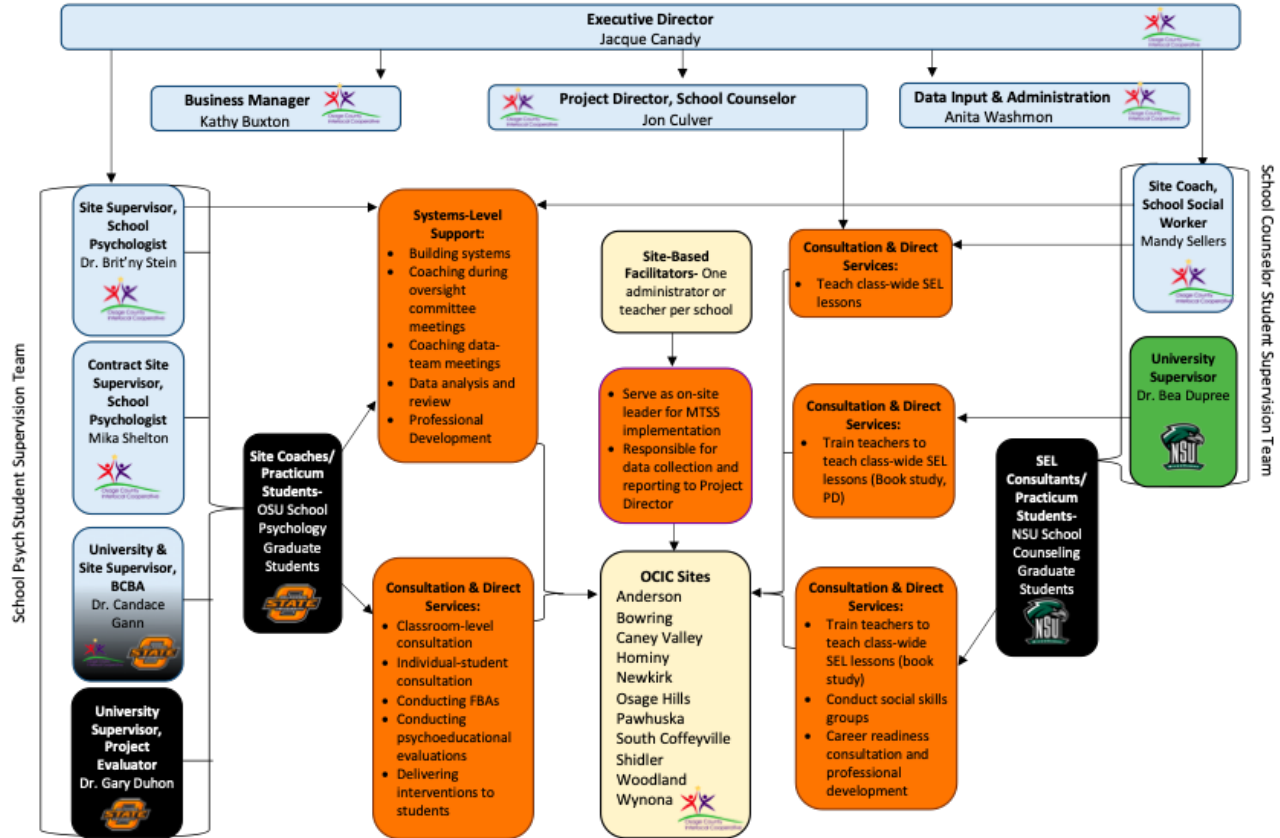


Service Providers

- Cooperatively provide personnel to conduct behavioral support activities, including:
 - School psychological services
 - School counselor services
 - School social work services
- Facilitate connections with outside agencies to provide supports across tier levels as well (Title IV)

Federally-Funded School Climate Transformation Grant - Project AWARE

Personnel & Services Model





When it Appears
Your System has
Met its Demise,
Look at Your
Resources with
the Freshest of
Eyes



THE INCREDIBLES







When Faced with
Turnover and
Time is
Constrained, Use
Technology to
Power-up and
Sustain

A stack of five old, worn books is shown. The books are arranged in a slightly offset stack, with the top book being the smallest and the bottom book being the largest. The books have various colors and textures, including brown leather, green cloth, and purple cloth. The text 'THE END?' is overlaid in large, bold, black letters across the middle of the stack. The background is a soft, out-of-focus light color.

THE END?

REPORTS
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Questions & Discussion

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