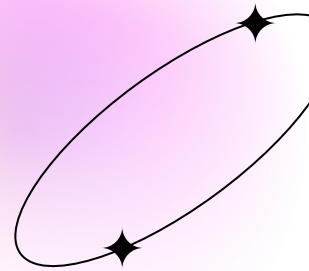
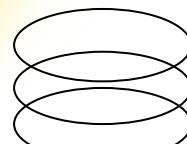
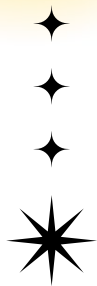


# Strengthening the MTSS Structures for Behavior



Our Journey with New School Leadership



# Objectives

- Participants will understand how our school solidified its Tier 2 and Tier 3 systems for MTSS behavior over the course of the year.
- Participants will understand specific actions our leadership team took to ensure our procedures were consistent with the implementation of interventions and data-progress monitoring.
- Participants will use our experiences to examine their own systems for supporting Tier 2 and Tier 3 students behaviorally.

# All of the Words:

Social Skills Groups

Check in/Check Out

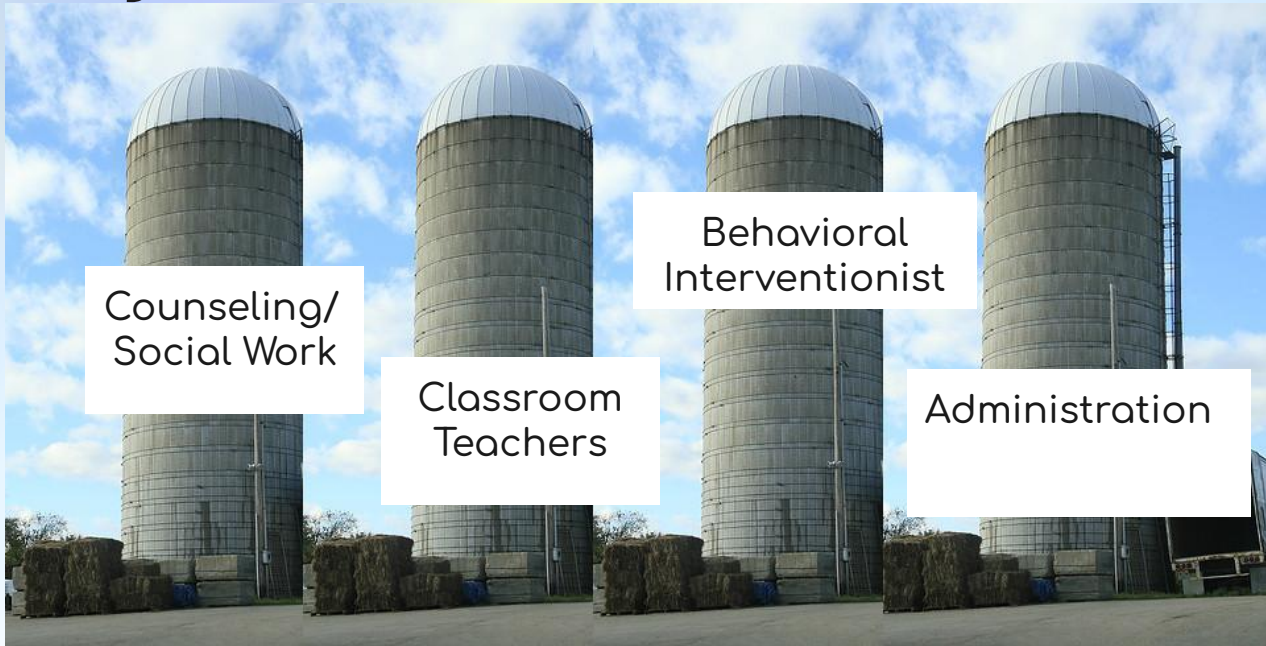
Tier 2, Tier 3

PBIS

SAEBRS

SWIS referrals

# Reality:

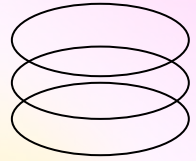


Counseling/  
Social Work

Classroom  
Teachers

Behavioral  
Interventionist

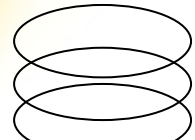
Administration



# What is it supposed to look like?



MTSS Handbook



# MTSS Handbook Tier 1

- Reviewed at PD.
- Asked for Feedback

## Tier 1 Core Instructional Expectations

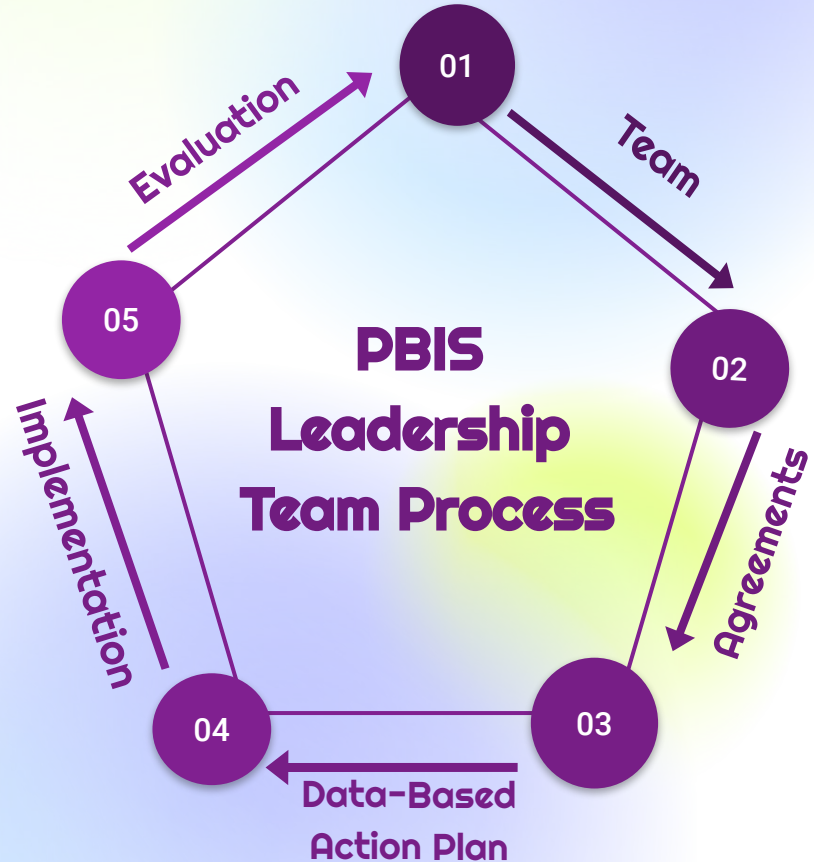
1. A school improvement plan (CSIP) exists that includes school-wide discipline (i.e., behavior, school safety, school climate) as one of the top school goals. Additionally, an action plan exists specific to the behavioral needs at the school level.
2. A School-wide Positive Behavior Support (SW-PBIS) Team is formed and has broad representation.
3. Principal(s) responsible for making discipline decisions is an active participant on the SW-PBS Team.
4. SW-PBS Team commits to meet at least once a month to analyze and problem-solve school-wide data.
5. Clearly defined behavior expectations for all major settings which are prominently posted throughout the school.
6. School-wide process for encouraging appropriate student behaviors (reinforcements and rewards) and discouraging inappropriate student behaviors (level system for handling inappropriate behavior).
7. Process for teaching and reinforcing expected behaviors through implementation of CW-FIT as a classroom wide best practice.
8. Effective classroom practices will be utilized as outline in the MO SW-PBS literature including:
  - a. Establishment of classroom level expectations consistent with school-wide expectations
  - b. Ongoing teaching and re-teaching expectations.
  - c. Classroom based system for rewarding appropriate behaviors which is an extension of the school-wide system.
  - d. Clearly established, taught and re-taught classroom procedures and routines.
  - e. Intention sequencing of the school day/class period as a way of building behavioral success in the classroom setting.
  - f. Student choice offered when appropriate.
  - g. Active supervision in all settings.
  - h. 4:1 ratio of positive to negative responses from the adult.
  - i. Provide opportunities to respond in the class setting.
  - j. Provide frequent pre-corrects when setting students up to be successful.

Center School District 27

Tier 1 Strategies associated with these effective classroom practices can be found at <http://www.pbisworld.com/tier-1/>.

# Built the Team:

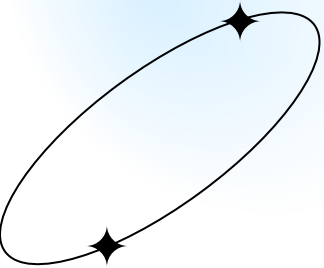
- Collected Feedback:
  - What did we want our team to look like?
  - What changes did the staff want to see within our PBIS system?
  - What did the students want to see?
- Ensured We Were on the Same Page
  - Party requirements
  - Being a consistent point of contact for everyone



# Tier 1:

Strengthening Our Tier 1 System:

- School Store
- Bobcat Bucks and ClassDojo
- Incorporating Student Voice
- ROARS focus of the month





# Next Steps

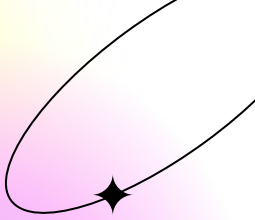
- Tier 1 Data Based Decision Making
  - Student Voiced Incentives
- Family-School Connections and Support with Incentives

**BUT Wait...**

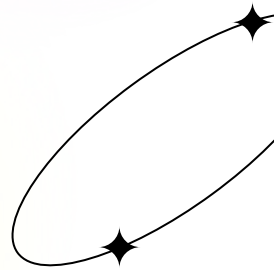
BIST

MTSS Handbook =  
MTSS

Trauma Smart

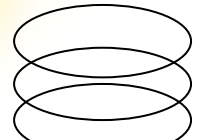


# HOW WE DID IT:



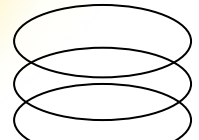
# COLLABORATE!

What is your school doing at the TIER ONE level that you think others would benefit from hearing about?



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# Tier II



# MTSS Handbook

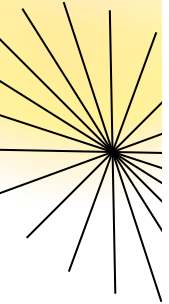
## Criteria:

- Number of referrals (SWIS)
- SAEBRS Score
- Attendance

## Guidance:

### **Tier 2 Intervention Expectations**

Students meeting the data rule criteria and/or upon teacher recommendation including outlined documentation will be considered for Tier 2 support. If a student is capable of executing the desired behavior expectations and it is determined that increased reinforcement is needed, the student will be assigned a Check In Check Out (CICO) mentor. In conjunction with the mentor, specific goals will be established in an effort to support/shape the desired behavior. Data will be kept focused on these efforts. If students need support in learning the desired behavior expectations, students will participate in a specially designed social skills group.



# How We Track It:

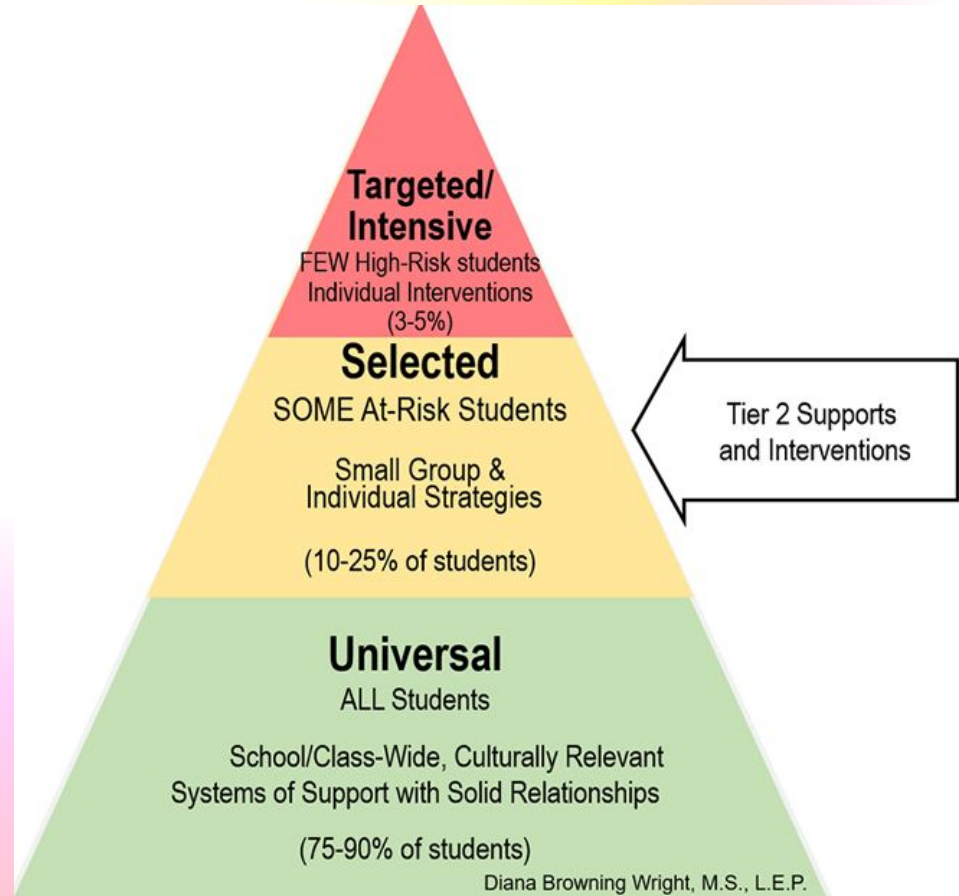
Tier II Tracker

BIST Continuum



# Next Steps:

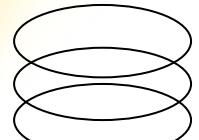
- What does data review look like?
- What if interventions aren't working?
- How do students move off of tier 2?





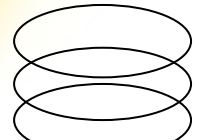
# COLLABORATE!

What is your school doing at the TIER TWO level that you think others would benefit from hearing about?



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# Tier III



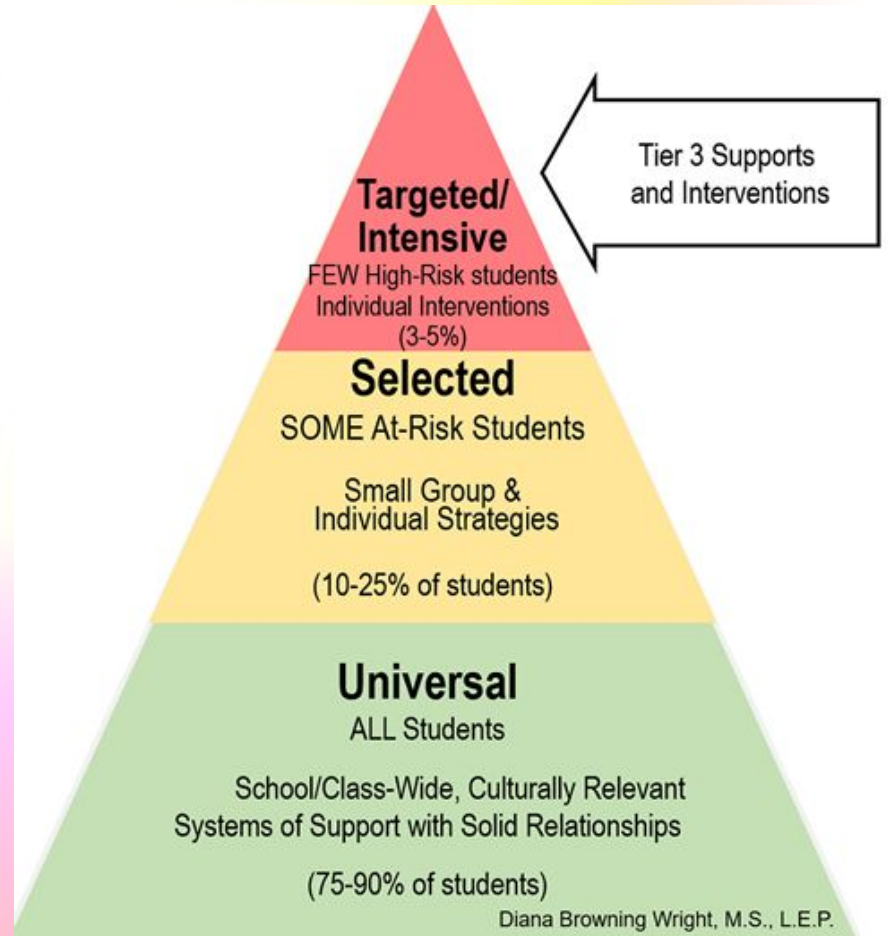
# Individual Support Plan:

Non-compliance on BIST  
continuum.

Individual Support Plan Template

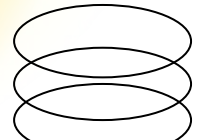
# Next Steps:

- What does data review look like?
- How do students move off of tier 3?



# COLLABORATE!

What is your school doing at the TIER THREE level that you think others would benefit from hearing about?



# Thank You!

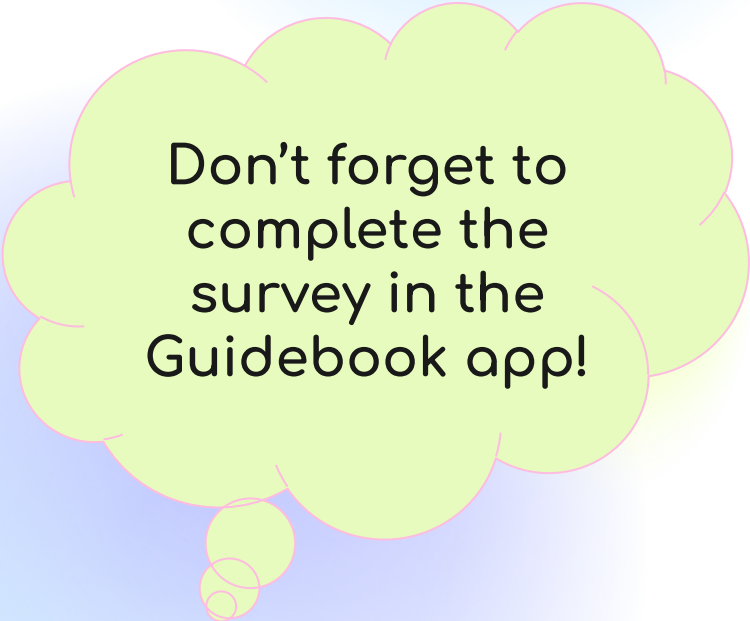
Please feel free to reach out with any thoughts or questions you have!

Jill Rush

- Boone Elementary Principal
- [jrush@center.k12.mo.us](mailto:jrush@center.k12.mo.us)

Kylie Warner

- PBIS School Lead & 4th Grade Teacher
- [kwarn@center.k12.mo.us](mailto:kwarn@center.k12.mo.us)



Don't forget to  
complete the  
survey in the  
Guidebook app!