
Reset Procedures within MTSS (Session 5D)

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Behavior Coordinator for Willard Public Schools

Session Outcomes

- Learn what processes our school district has put in place to support MTSS throughout multiple buildings
- Discover what systematic processes must be in place to have efficient and effective Tier 1 and Tier 2 supports
- Walk away with ideas and insights for what you need to implement within your building

Objectives

01. What are Tiers?

Establish clear identifiers for what constitutes tier one, tier two and tier three interventions.

02. STOP the bleeding!

Describe a function based “reset self-regulation” process at the tier two level.

03. What is my role?

Assist both general and special educators in understanding their roles in developing an evidence based multi-tiered systems of behavior support process.

01.

Multi- TIERED

Let's talk about the tiers

Action research...All participants are Educators!

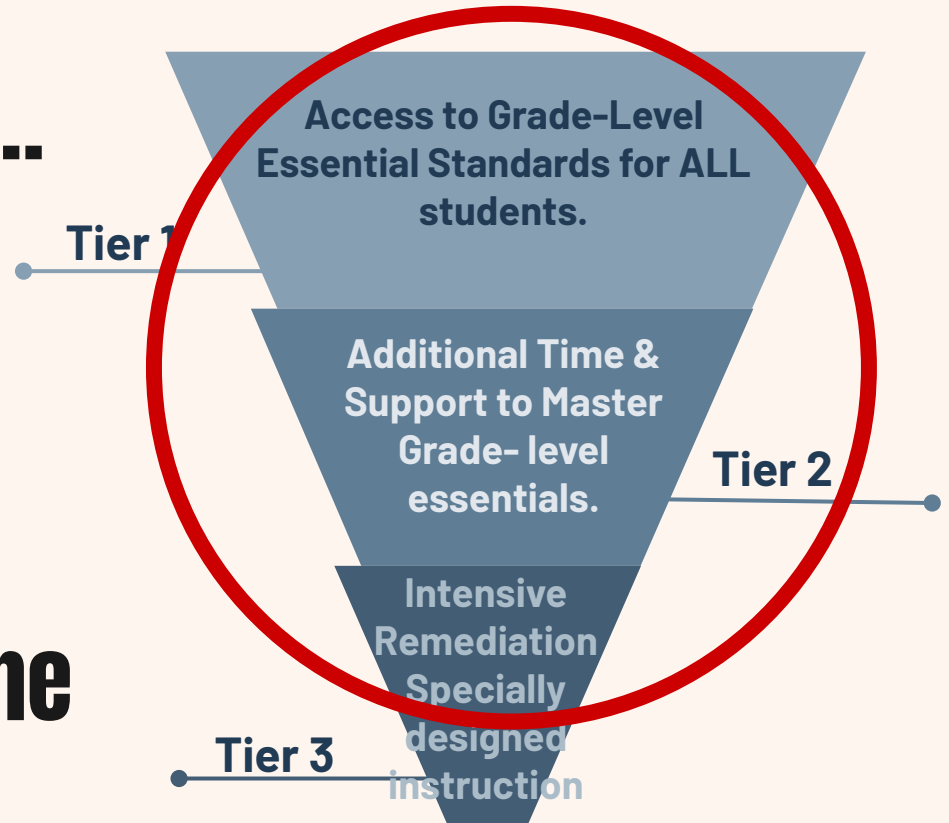
In the perfect world...

Tier 1 = 80% of the population

Tier 2 = 15% of the population

Tier 3 = 5% of the population

This is the GOAL, not the starting point.



Sometimes how it feels.

Questions to ask yourself:

- What processes are in place to identify Tier 2?
- Is Tier 1 consistent?
- What is Tier 1 accountable for?
- What Tier 2 supports are in place?
- Have we clearly labeled and defined Tiered levels?
- What do teachers need to understand?

What can you do about this?

You are part of leading this change

Few able to regulate

Where every
student
seems to
be

What everyone
thinks needs
to happen

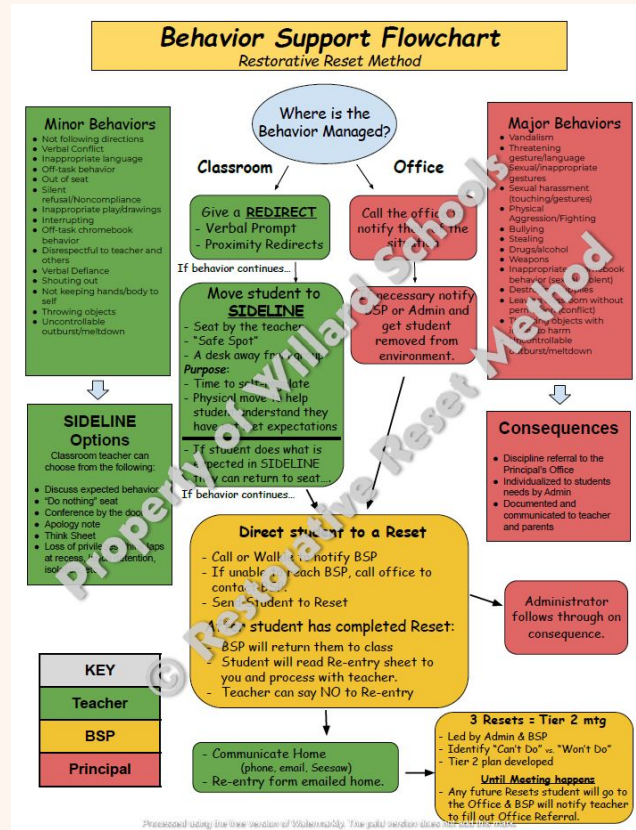
Road to Tier 2

Tier 1: (Universal Supports)

- Initial and ongoing training for ALL staff on implementation and follow through (What is their responsibility and what is not)
- Every classroom has a Sideline (ex; Safe space/Calming corner)

Tier 2:

- Must establish thresholds for when Tier 2 begins (ex; 3 Resets within 30 days)
- Parent meeting with GenEd teacher (team), Principal, Interventionist and Counselor
- Interventions must be tracked
- Data driven decision making



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- Developed a tool that tracks the tier 1 Reset Room data
 - Documented when, where and what and shared with home caregivers
 - Set a threshold for how many is to many
(The Line between T1 & T2)

(ex: 3 resets leads to Parent meeting and begin Tier 2 intervention)

- Trained Bx Support Paras (BSP) to be supports for students outside T1
 - Documented duration of time outside of Tier 1 setting
 - Had parent meeting and started Scheduled Breaks and Structured Mentoring (CICO adapted)
 - Bi-weekly fidelity checks and problem solving meetings
 - Time in Reset Room is increasing
 - CICO data trendline flat or decreasing
 - Made 2-3 adjustment to plan with inadequate success
-

**“The child often teaches the
adult to behave
inappropriately faster than
the adult teaches the child to
behave appropriately”**

—Tom Dowd, M.A., Social Psychology

02.

STOP the bleeding.

Throw the teachers a bone.





Starting Place for Tier 2

Breaks

Entry point for extra support building trust and relationship with another teacher in a different setting

Reinforcement +

Things the student has access to when doing what is expected

Accountability

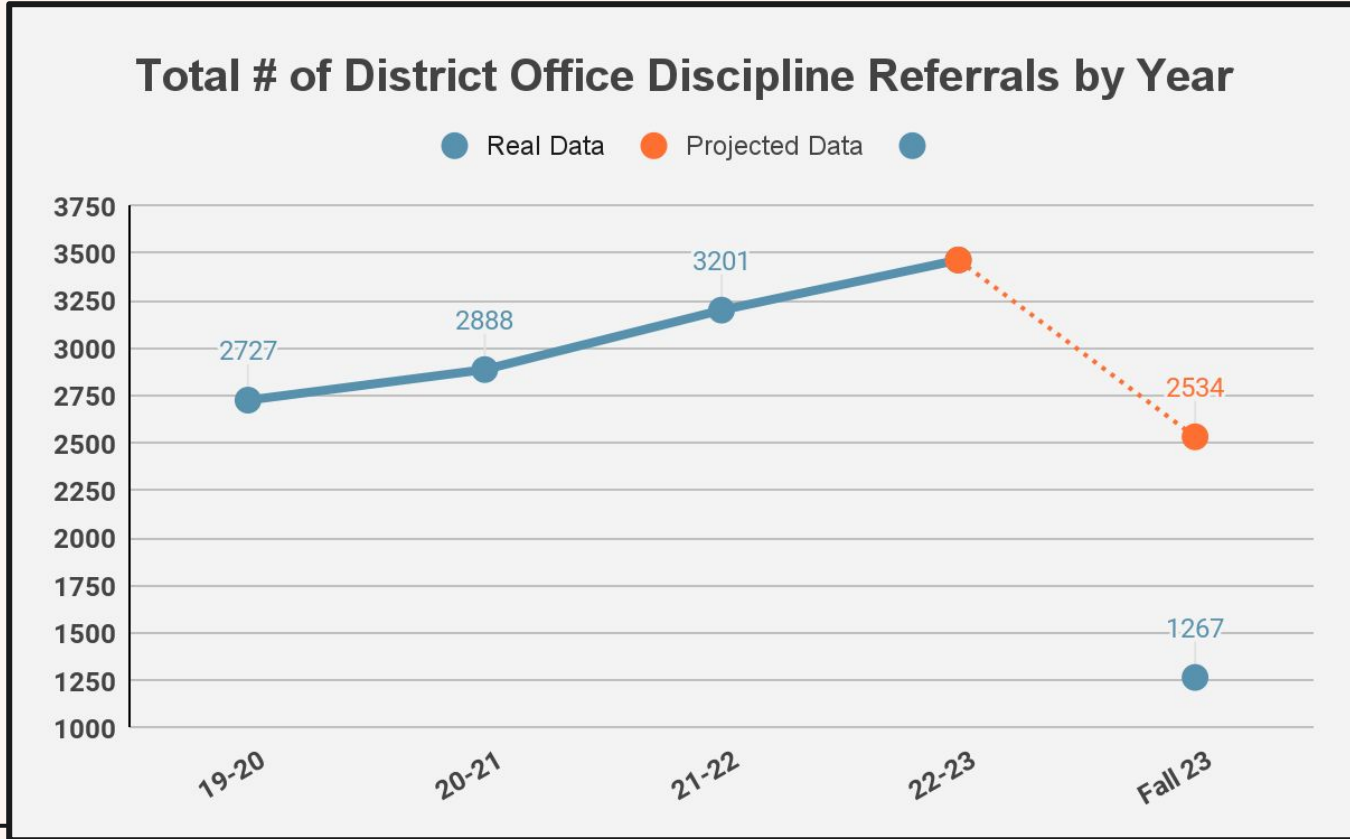
CICO process holds student accountable to expectations that have been clearly communicated to all parties

Consistency

Everyone involved knows what will happen as next steps when expectations are not met.

EVOLUTION OF RESULTS

K-8 Buildings (8)



Interpretation of Discipline # graph

- Total Office discipline numbers for K-8 building (8 buildings)
- Data for Fall 23' is only 1st semester data (1267)
- Projected data for 23-24 is 1st semester numbers doubled (2534)

S.M.A.R.T. Break

S: Sign In

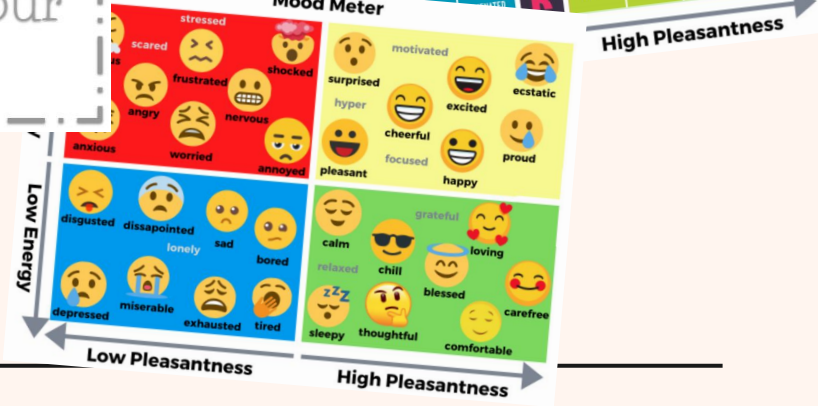
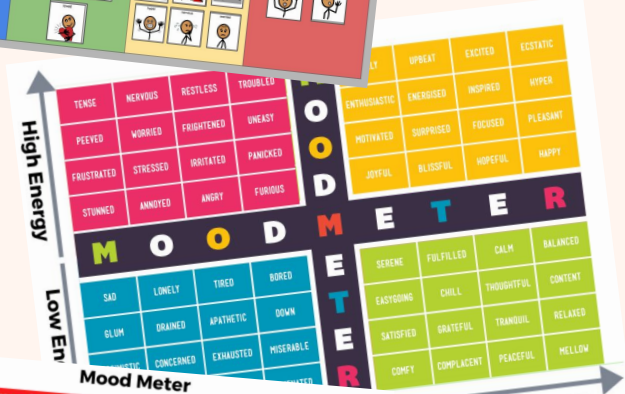
M: Move your body

A: Action with Purpose

R: Relax your body

T: Time to talk


Maggie Martinez (Reeds Spring, MO)
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S.M.A.R.T. Break

M: Move your body

2.



I LIKE TO MOVE IT MOVE IT

Move your
body in space.

MOVE IT

Bicycle Crunches



With hands behind head, crunch up to touch elbow to opposite knee.

MOVE IT

Spin in Place



Spin around 15 times one direction, pause and recite abcs, spin 15 times other direction

MOVE IT

Hopping on 1 Foot



Hop 15 times on one foot. Switch feet

MOVE IT

Sensory Path



Follow the Sensory path. Go back to the beginning if you miss step and start over. Do this one time.



Complete alternating windmills until the time goes off.

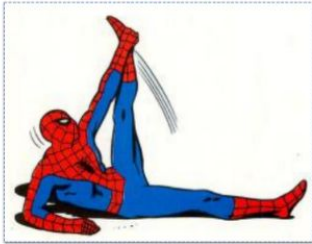


Move arms and legs and stay on designated spot.

S.M.A.R.T. Break

A: Action w/ purpose

3.



Action with control.
Move your body in
one space with focus.

Actions with Control Wall Color Kicks



Actions with Control Exercise Ball



Actions with Control Stretches



Follow the sequence, hold each pose for 20-30 seconds. Remember to take long deep breathes.

Actions with Control Twists



Sit with your knees bent & your legs in the air.



Do 10 on each side. Remember to breathe.

Actions with Control Planking



1. Full plank-put hands on floor and hold your body up with arms and feet.
 2. Elbow plank-place elbows on the floor and hold your body up with your elbows and feet.
 3. Side plank-turn on your side and place one elbow on the floor and one elbow on your side.
1. Hold each plank for 30 seconds.

Actions with Control Popcorn / Superman



1. Popcorn position with arms crossed on body, knees tucked, chin tucked; count to 30.
2. Superman position on belly with arms and legs outstretched, lifted off ground; count to 30.

R: Relax your body

4.



Relax your body.
Quiet your mind.
Control your breath.

T: Time to Talk

5.



SOOOO.... HOW'S IT GOING?

Time to Talk.
How's it going?
Are you ready to learn?

Willard Public Schools

Re-entry Guide Form

Date & Time: _____
Student Name: | _____

Dear _____,
I would like to tell you ...

I know I made things hard for you and the class
because...

Next time, I will...

If my actions continue then...

May I return to class?

Re-entry Guide Form
Date & Time: _____

Circle how you were feeling:

--	--	--	--	--	--

What you did: _____

What you should have done: _____

How did that make them feel?

How would they feel now?

May I return to class?

And I Think Form
Re-entry Guide Form (K-1)
Student: _____
Date: _____ Time: _____
Dear: _____

I am/was feeling:

--	--	--	--	--	--	--	--

The choice I made / I'm sorry for...

--	--	--	--	--	--

Kicking Disrespectful Distracting Off Task Refusal Stealing

A choice I can make next time / Next time I will...

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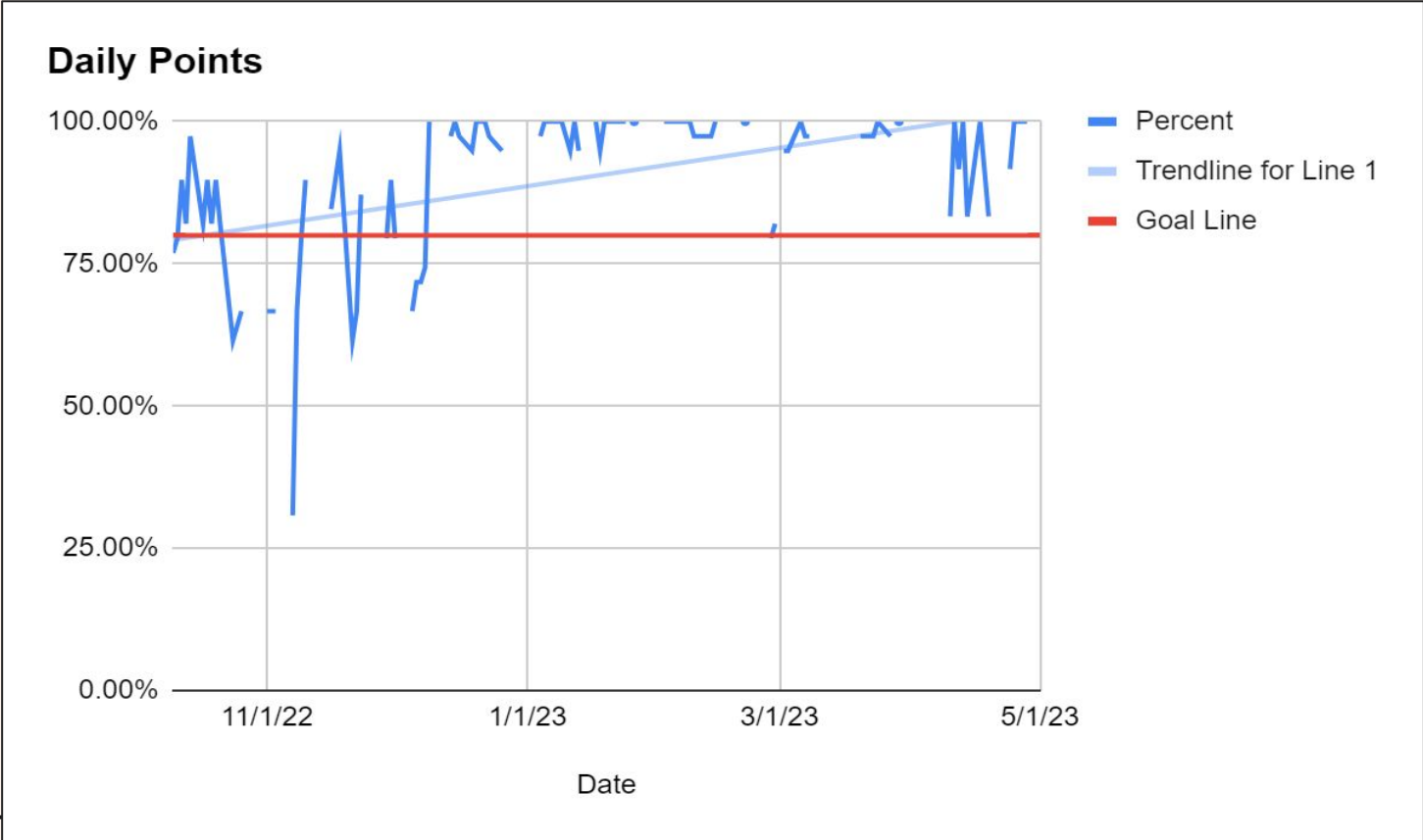
Show Respect Show Self Control Be Proactive: Stop and Think Best Effort

May I return to class?

Next steps in Tier 2: Plans for the future

- Informal SEL screener to identify students and develop skill building groups
 - Executive Functioning screener to identify students and develop skill building groups
 - Develop an Informal FBA process to do after 2-3 adjustments have been made to intervention plan and still inadequate success
-

Data (T1-T2-T1)

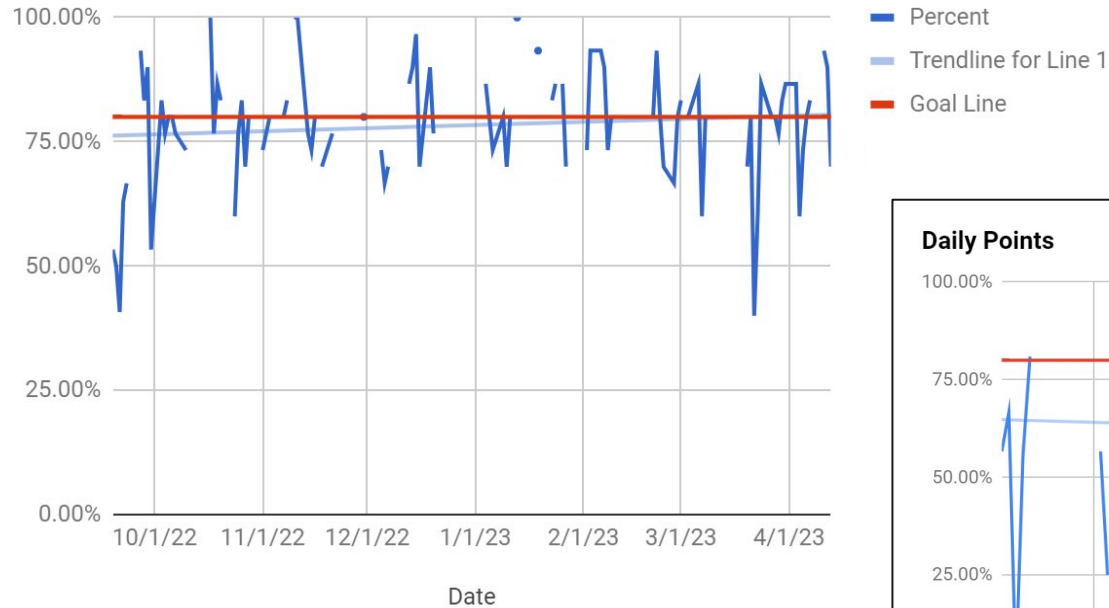


Summary of T1-T2-T1 data

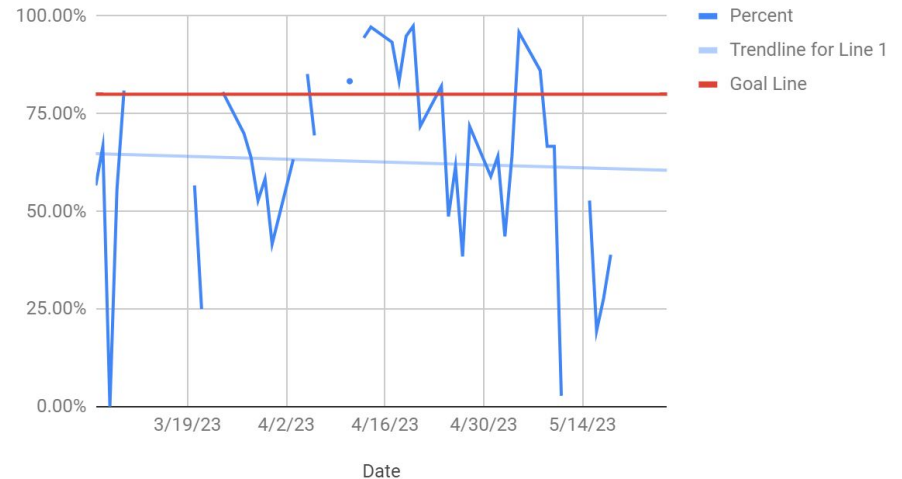
- Parent meeting and Tier 2 interventions began mid Oct
- Data reviewed bi-weekly at Tier 2 staffing
- Positive trend line, no adjustments needed
- Transitioning to Tier 1 supports

Data (Stayed at Tier 2)

Daily Points



Daily Points



SUMMARY OF RESULTS

Graph 1:

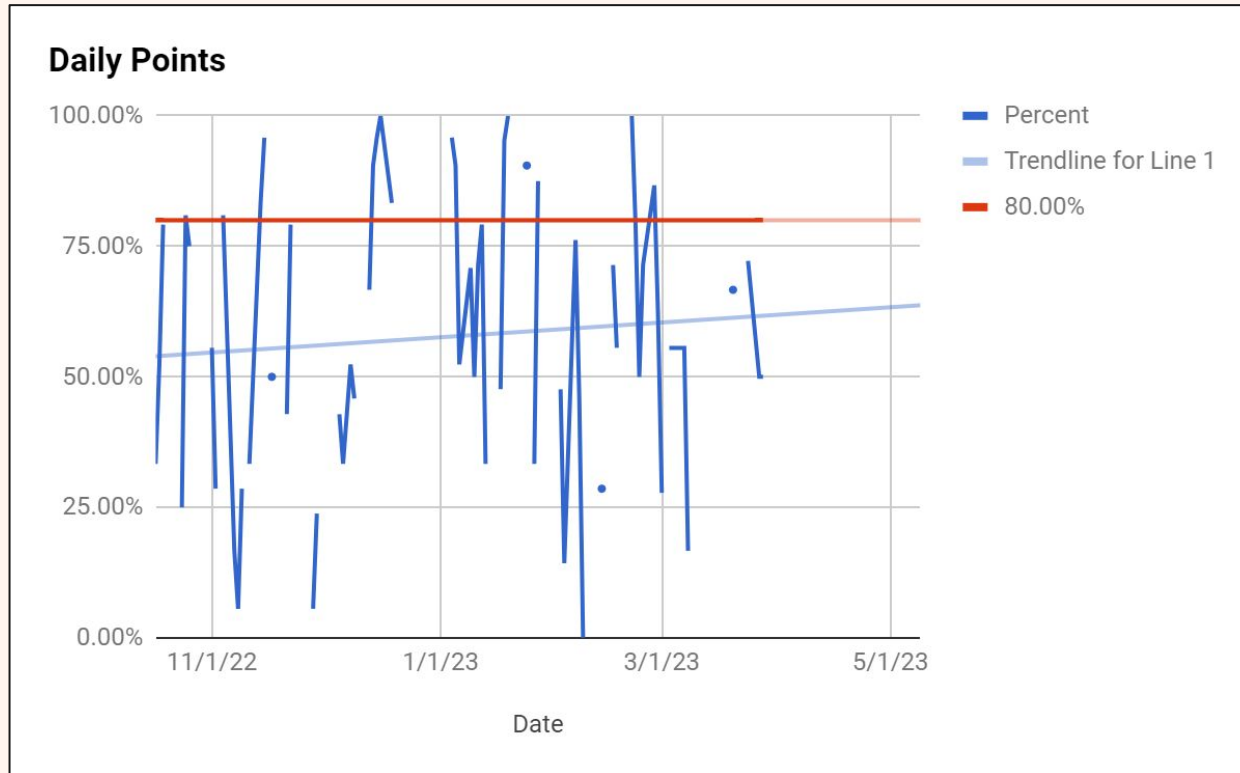
- Data collection and reporting consistent (besides absences)
- Parent mgt and tracking began late Sept. continued to late April
- Trendline is slightly increasing. It meets the goal line around 3/1/23
- Student's daily behavior is around the goal line but seems sporadic

Graph 2:

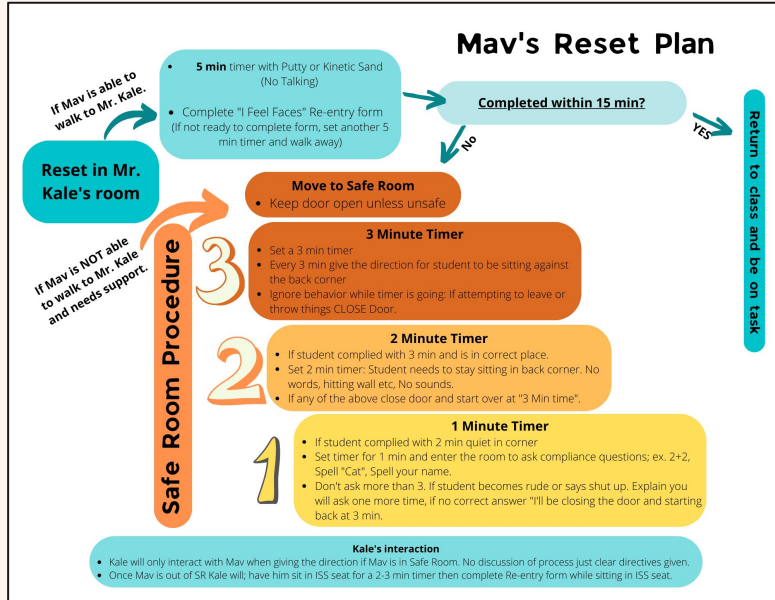
- Data collection and reporting inconsistent
- Parent mgt and tracking began early March and continued through mid May
- Trendline started 10% under goal line and has steadily decrease over time
- Data collection reporting was inconsistent from 3/5 to 4/14
- Data collection reporting is consistent from 4/14 to end of the year

Visual of graphed data leads to adjustments made with student's plan

Data (T2 - T3)



Safety Procedure



- Last resort for safety purposes only
- Parent permission
- Temporary as alternative to suspension
- State reporting guidelines followed
- Student taught and practiced procedure proactively
- Data collected and reviewed by MTSS team including administrator
- Room partially built for this purpose
 - No outlets
 - Some padding
 - Window that allows supervision at all times
 - Door secures magnetically and requires staff is present

SUMMARY OF RESULTS

Tier 2 supports were inadequate for students needs

- Duration of targeted behavior did not decrease
- Frequency of targeted behavior increased

What was different in Tier 3

- At-Risk supports (*Currently 7th-12th*)
- Smaller classrooms
- Lower student to teacher ratio
- More intensive study and instruction on skills that are weak or lacking
- Sped supports

Next steps in Tier 3: Plans for the future

- **Develop Tier 3/At-Risk supports in K-6 buildings**
 - **Collaborate with other community supports**
 - **Provide/require parent training and support?**
 - **Other ideas???**
-

What if you don't have the resources?

11/8/2022	King	8:52	9:46	Minor	40	
11/8/2022	Tiller	12:44	1:10	Minor	26	
11/8/2022	B. Taylor	2:29	3:34	Minor	5	
11/8/2022	King	8:52	9:46	Minor	40	
11/15/2022	King	9:59	10:55	Minor	54	
11/17/2022	Bennett	11:04	1:30	Minor	26	
11/18/2022	Patton	1:59	3:23	Major	83	
11/29/2022	Berger	10:28	12:07	Minor	95	
11/29/2022	Tiller	11:06	12:00	Minor	54	
	5 days	Total 423			423	
		85 min/day				
	37.5 hrs in office		26 days reported in office			
	368 hrs at school		60 days total present			
10% of school hours are in office		43% of his days in school he goes to the office				

03.

What is your role?

Gen Education

- **Clear and consistent communication with MTSS team**
 - **Consistent implementation of process and plans throughout all tiers**
 - **QTIP and Always think functionally**
 - **Continual examination of Tier 1 with the goal of improving foundational supports**
 - **Stay connected and involved with students at all tiers**
-

Special education

- **Clear and consistent communication between Sped and MTSS team**
- **Possible consultation throughout the process as Sped has more specialized skills**
- **Specially designed instruction if determined eligible**

TEAMWORK MAKES THE DREAMWORK!

Questions?

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Reminder:

Please fill out session (5D) [feedback survey](#) in the Guidebook App.

Thank You for coming!!

Andrew Morton

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