

Integrating MTSS & Tiered Interventions at the High School Level

Merging MTSS and PBS to Support Student Success

Why?

- MTSS and PBS are complementary systems that can be used to provide student support in both behavior and academics.
- Especially at the high school level, taking students behavior into consideration when analyzing their academic performance is imperative.
 - We know that student behavior impacts their academic performance and ability to learn
- In developing common language around these two systems, and ensuring that staff understand and utilize both systems in their classrooms, we have seen a decrease in overall referrals and an increase in our survey results around students feeling an increased sense of belonging at PHS.

How?

In order to coordinate PBS and MTSS, you need the following:

- 1.) Designated staff
- 2.) Time
- 3.) Support of Administration
- 4.) A Budget (even a small one) to provide incentives

The following slides will explain how we accomplished this merger at PHS, and will hopefully give you some ideas on how to do this at your schools.

Our journey...

PBS:

- Tier 1 recognition achieved
 - Working on Tier 2 this year
- Tier 3 strategies are being used with select students so that we can establish a clear process and program review

MTSS:

- MTSS Coordinator–full time position, focuses solely on MTSS supports
- Tri-Weekly MTSS meetings–
 - Each admin (4) meets for students in their alpha section once every 2 weeks with MTSS Team
 - The Team includes MTSS Coordinator, 504 Coordinator, counselors, social workers, administration

Our focus...

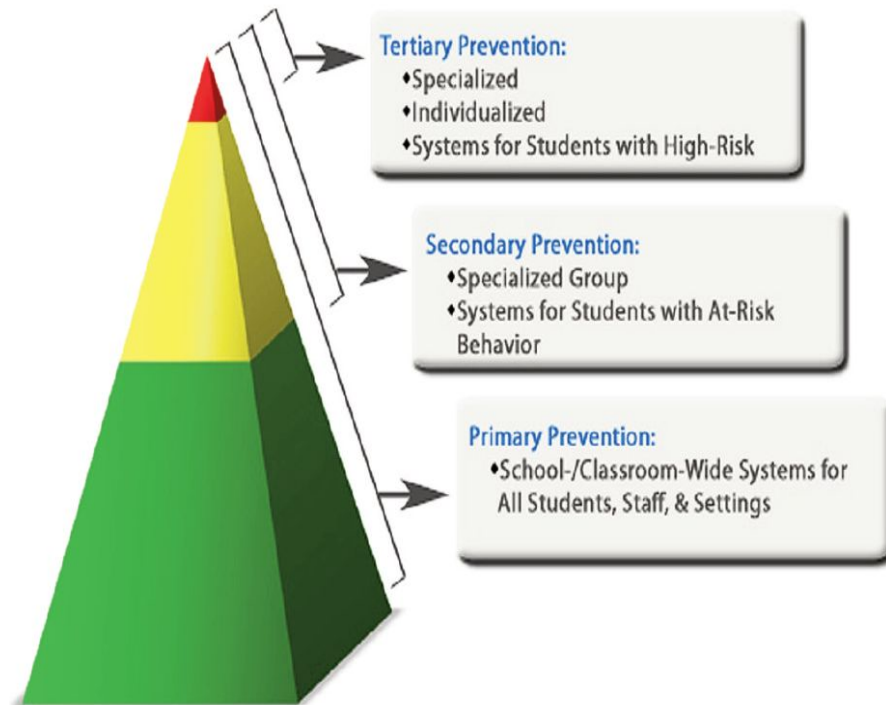
- School-Wide = ALL Students; EVERY Classroom
 - **Expectations** will be **consistent** across the building.
 - Teachers will maintain the autonomy to determine what procedures need to happen in their spaces to carry out the expectations.
 - Goal is to maintain consistency and to utilize **common language** as a staff.
 - Expectations will be posted throughout the building.
 - We will **proactively teach expectations** to students.
 - We will monitor discipline data and plan solutions accordingly.
 - We will continue to incentivize good behavior.

PBS in Park Hill South High School

Focus on the 4 Tenants of the PBS Model:


- Tenet #1 – Teach school's behavior expectations
GRIT Matrix
- Tenet #2 – School-wide acknowledgement system
Incentive Program
- Tenet #3 – Behavior flow chart
Major/Minor Chart
- Tenet #4 – Data-based decision making
MTSS Process

Continuum of School-Wide Instructional & Positive Behavior Support



Sample: PBS Matrix for PHS

PARK HILL SOUTH PANTHERS

 PARK HILL SOUTH EST. 1958	ALL SETTINGS	CLASSROOMS	COMMON AREAS	COMMUNITY	INSERT PROCEDURES
G GROWTH MINDSET	<ul style="list-style-type: none"> • Apply learning norms. • Pursue learning. 	<ul style="list-style-type: none"> • Actively participate and push yourself throughout the day 	<ul style="list-style-type: none"> • Follow adult directions promptly and politely. 	<ul style="list-style-type: none"> • Get involved! 	<ul style="list-style-type: none"> • Be prepared INSERT
R RESPONSIBILITY	<ul style="list-style-type: none"> • Check your email daily. • Promote learning. 	<ul style="list-style-type: none"> • Be inside the classroom prior to the bell. • Acknowledge and respect the individual experiences of others. 	<ul style="list-style-type: none"> • Be responsible with passing time. 	<ul style="list-style-type: none"> • Be an encouraging supporter of your classmates and peers. • Report unsafe or concerning situations. 	<ul style="list-style-type: none"> • Late Work Policy INSERT • Homework Submission Process INSERT
I INTEGRITY	<ul style="list-style-type: none"> • Use kind and inclusive language and actions. • Respect property, self, and others. 	<ul style="list-style-type: none"> • Turn in work original to you. 	<ul style="list-style-type: none"> • Clean up after yourself. 	<ul style="list-style-type: none"> • Attend PHS events and represent PHS positively. 	<ul style="list-style-type: none"> • Stay awake in class.
T TRUST	<ul style="list-style-type: none"> • Follow technology guidelines • Follow safety and emergency procedures. 	<ul style="list-style-type: none"> • Follow classroom procedures specific to that space. 	<ul style="list-style-type: none"> • Utilize e-Hallpass to access non-classroom areas and travel with teacher permission. 	<ul style="list-style-type: none"> • Follow safety and behavior expectations at each PHS event. 	<ul style="list-style-type: none"> • Laptops, phones, earbuds, and other personal devices will be utilized at teacher discretion only.

- Matrix's are posted throughout the school
- Teachers have a classroom-specific matrix for their classroom
- The matrix is reviewed with students each quarter as a tutorial lesson

How is the Matrix used?

- **Universal Language**–Provides staff with common verbage to use. This is helpful when discussing behavior with our students and families.
- **Matrix's in each class**–Individual procedures and expectations are available to admin/student support and can be referenced when developing support for students.
- Parents and students are informed of expectations during syllabus review and admin/student support can reinforce with both parents and students as issues arise.
- Opportunities to converse with students and families to support positive behaviors and academic practices.

MTSS in High School

What is a Multi-tiered System of Support?

- This is a framework that integrates RTI (Response to Intervention) and PBS (Positive Behavior Interventions)
- MTSS allows staff to get a more comprehensive view of each student and make individualized plans based on data
- *“The MTSS model supports all students, not just those with identified disabilities. It provides a tiered system of supports to address both academic and behavioral challenges, helping educators support students in a more holistic way.”*

<https://www.pbisrewards.com/blog/what-is-mtss/>

Components of a MTSS model

Successful MTSS implementation relies on several essential components:

- **Universal Screening:** All students are assessed early in the school year to identify those who may need additional support.
- **Tiered Interventions and Supports:** Students receive different levels of instruction and support based on their individual needs.
- **Data-Driven Decision-Making:** Schools use evidence-based practices and student data to make informed decisions.
- **Continuous Progress Monitoring:** Student progress is regularly evaluated to ensure interventions are working and adjusted as needed.
- **Collaborative Approach:** Teachers, administrators, specialists, and families work together to support students.

<https://www.pbisrewards.com/blog/what-is-mtss/>

How are the components of MTSS reflected at PHS?

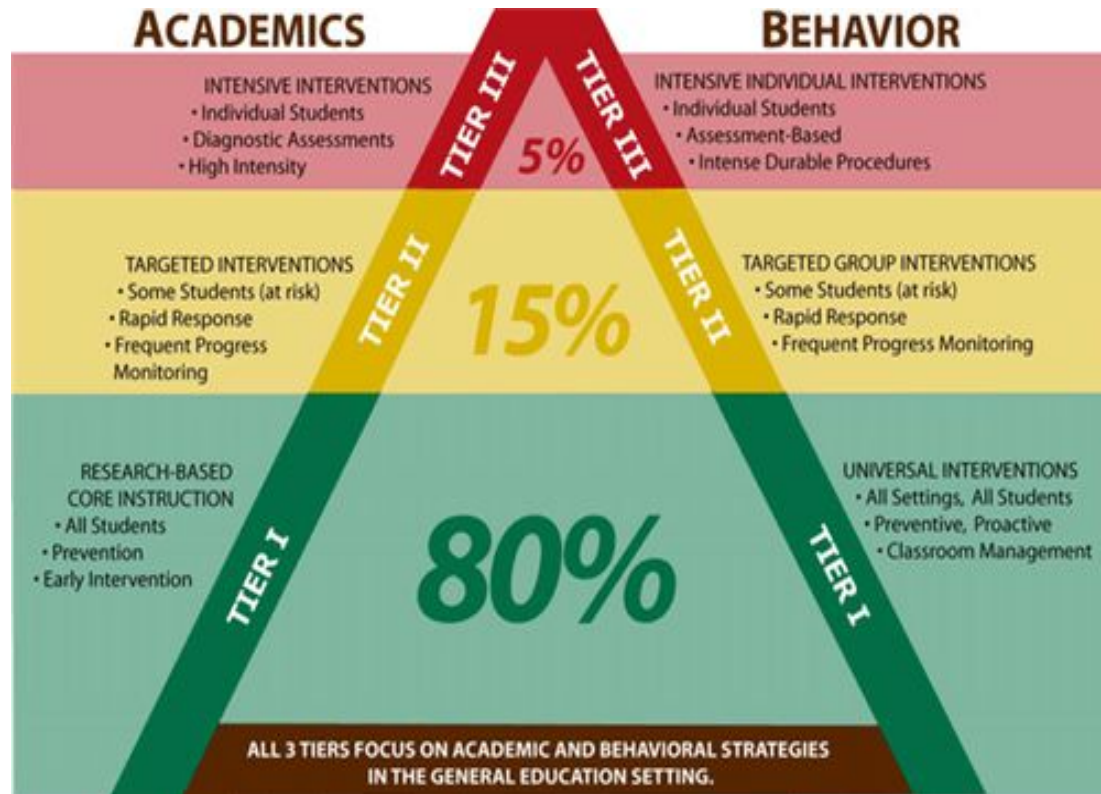
- **Universal Screening:** Every 3 weeks, each student's academic progress is reviewed by the MTSS Team
 - Grades, attendance, and behavior are reviewed prior to each meeting
 - Team members can then 'flag' a student for discussion
- **Tiered Interventions and Supports:** Based on the student's needs, the team can choose interventions, such as–
 - Move a student to an academic-focused tutorial (advisory)
 - Arrange for regular meetings with counselor, admin or social worker
 - Set up peer tutoring
- **Data-Driven Decision-Making:** Attendance data, grades, and documented behavior referrals are the data points used to provide an intervention

Continued...

- **Continuous Progress Monitoring:** Our MTSS Coordinator pull student data weekly
 - Data is shared on a google sheet for reference prior to and during the MTSS meeting
 - The interventions are noted in the spreadsheet and reviewed at each meeting to determine effectiveness
- **Collaborative Approach:** All members of the MTSS team play a role in determining student support plans.
 - If the student is experiencing challenges in academics, the counselor can set up tutoring and change tutorials to an academically focused area
 - If challenges are more behavioral, admin can meet with parents, get feedback from individual teachers, or set up plans to support a change in behavior.
 - For Social/Emotional concerns, the social worker and counselor can access their resources and develop plan

Remembering that the focus is on supporting the whole student!

PBS and MTSS Pyramids are complementary



Reflection...

How would you evaluate the level of PBS implementation at your school?

How would you evaluate the level of MTSS implementation at your school?

What can you do next school year to us PBS and MTSS to support your students?

Thank you!

Questions? Please ask!

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