

**Red Clay Consolidated School District
MTSS for Behavior - District Leadership Guidelines
Required vs. Flexible Components**

MTSS Tier Level	Required Components	Flexible Components
<p>Tier 3: Data, Systems & Practices in place for FEW</p>	<p>Problem-solving Team</p> <p>Data-based Decision Making & Data Collection</p> <p>Functional Behavior Assessment & Behavior Support Plans</p>	<p>Individual Interventions</p> <p>Person centered planning</p> <p>PTR: Prevent-Teach-Reinforce</p>
<p>Tier 2: Data, Systems & Practices in place for SOME</p>	<p>Problem-solving Team</p> <p>Data-based Decision Making & Data Collection</p> <p>Relationship Building Intervention (minimum 1)</p> <p>Skill-based Small Group Intervention (minimum 1)</p>	<p>Additional Relationship Building Interventions</p> <p>Additional Skill-based Small Group Intervention based on building identified needs (may be aligned with re-teaching of social/emotional curriculum)</p>
<p>Tier 1: Data, Systems & Practices in place for ALL</p>	<p>Tier 1 Leadership Team</p> <p>Data-based decision making & Data Collection</p> <p>School-wide Expectations</p> <p>Teaching/Re-teaching of Expectations</p> <p>Major/Minor Flow Chart</p> <p>System for Correcting Problem Behavior</p> <p>Systems Meeting with Special/Student Services staff (minimum monthly)</p>	<p>Home Matrix</p> <p>Use of Incentives</p> <p>Social/Emotional Curriculum</p> <p>Integrated initiatives w/in Tier 1 MTSS</p> <ul style="list-style-type: none"> - Responsive Classrooms - Leader in Me - Trauma-Informed Practices

MTSS

Is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

Tier 1-2-3:

Problem-solving/ Tier 1 Leadership Team – Establish a team representative of the school and with expertise to support MTSS and the tier of focus.

Example: The tier 1 leadership team includes administrator, counselor, content/grade level representative, and parent liaison. The PST includes administrator, school psychologist, behavior interventionist, family crisis therapist and school nurse.

Data-based Decision Making & Data Collection - Involves collecting and monitoring data (e.g., ODR, attendance, suspensions, etc.) to determine if problems exist and what data sources are needed to make good decisions about resolving the problems. Based on data, the decision making process should include questions such as:

- Is there a problem?
- What areas/systems are involved?
- Are there many students, or a few involved?
- What kinds of problem behaviors are occurring?
- When, where, and with whom are these behaviors most likely?
- What is the most effective use of our resources to address the problem?

After addressing these questions, the team can begin to use data to build solutions. Strategies for building solutions should include prevention, teaching appropriate behavior, recognition for desired behavior, extinction (e.g., preventing the problem behavior from being rewarded), consequences, and a plan for collecting and using data to evaluate implementation fidelity and impact on student outcomes

**Tier 3 Components:
Data, Systems & Practices in place for FEW**

Required Components:

Functional behavior assessment and behavior support plans – FBAs/BSPs. An FBA is an evidence-based, data-driven practice to examine a problem behavior and why it may be occurring (the function). At Tier 3, this is a detailed process focused on supporting a single student having behavioral concerns. Based on the FBA, a team will then develop a BSP which is a plan intended to build positive/pro-social behaviors to replace the exhibited problem behaviors yet met the same function (why).

Flexible Components:

Person-centered planning – a problem-solving, planning process that places emphasis on empowering the focus individual to make their own decisions and focus on what is best for them rather than what may be best for the system or others. Decision-making is guided by the strengths and desired goals of the focus individual.

PTR – Prevent-Teach-Reinforce – An evidence-based model for facilitating and implementing FBAs and BSPs. This is a multi-step process that focuses on three behavior intervention avenues: one focused on preventing the problem behavior from occurring, one focus on teaching an appropriate replacement behavior, and one focused on reinforcing the use of replacement behaviors and discontinuing reinforcement of the problem behavior.

Example. Daniel gets upset transitioning to non-preferred activities. To *Prevent*, he will have a visual schedule laid out of what he will be doing. To *Teach*, he will be taught to use independent calming strategies. To *Reinforce*, he will earn tickets that can allow him to participate in a preferred activity.

**Tier 2 Components:
Data, Systems & Practices in place for SOME**

Required Components:

Relationship Building Intervention (minimum 1) - A group-based intervention often focused on supporting students whose behavior is a function of seeking adult attention and/or for students who “can do” appropriate behavior but typically “don’t do.” The aim of the intervention is to provide greater reinforcement for desired behaviors than is currently provided for undesired behavior.

Examples: Check-in/Check-out; mentoring

Skill-based Small Group Intervention (minimum 1) - A group-based intervention often for students whose behavior is a function of not having appropriate behaviors in their repertoire and need to be taught appropriate replacement behaviors.

Examples: Organization skills, Anger management

**Tier 1 Components:
Data, Systems & Practices in place for ALL**

Required Components:

School-wide expectations – A set of 3-5 standards that are specific, positively stated behaviors that are desired of all faculty and students. These expectations should be in line with the school's mission statement and be taught to all faculty, students, and families. The expectations are defined as specific skills to be exhibited and the procedures to follow in specific settings across the school.

Example. Respect for self. Respect for others. Respect for safety / Be Safe, Be Responsible, Be Caring

Teaching/Re-teaching of Expectations – Based on the defined expectations, a plan for teaching (schedule & teaching events/lessons) are developed and used to teach students how to meet expectations across building settings and routines.

Expectation: Develop a preset calendar to outline when expectations will be taught (at least 4 times/year) and reviewed throughout the year.

System for Correcting Problem Behavior – Systems is to include an established process for referral entry, consistent and clear procedures for identifying and supporting inappropriate behavior (see major/minor flow chart), and utilization of learning and skill building opportunities when responding to behavior concerns.

Major/Minor Flow Chart –A chart that illustrates the continuum of expected response strategies to discourage inappropriate behaviors both major (office-managed) and minor (classroom-managed).

Example. For minor problem behaviors: 1st: redirection to expectation/proximity → 2nd: error correction/provide choice/problem-solving conference with student → 3rd: in-class/buddy teacher break → 4th: parent contact & office support visit.

Systems Meeting with Special/Student Services staff (minimum monthly)

Flexible Components:

Home matrix – Support schoolwide expectations at home by sharing a structure for parents/caregivers to define the 3-5 positively stated expectations across home settings and routines (morning, homework, bedtime, etc.).

Example. Parents can note how their child(ren) can show responsibility when getting up in the morning by brushing teeth, getting dressed, making bed, etc.

Use of Incentives – Positive acknowledgement should provide to any students displaying desired school-wide expectation/pro-social behaviors in order to increase the likelihood that this behavior will happen again. Behavior specific praise should be used, but can be paired with a tangible. Schools can establish systems that provide immediate, intermittent and long-term reinforcements.

Social/Emotional Curriculum – Teaching materials designed to support social and emotional learning (SEL) and is systematically delivered to all students. SEL “is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

<http://www.casel.org/what-is-sel/>

Examples: Second Step, PATHS, Student Success Skills