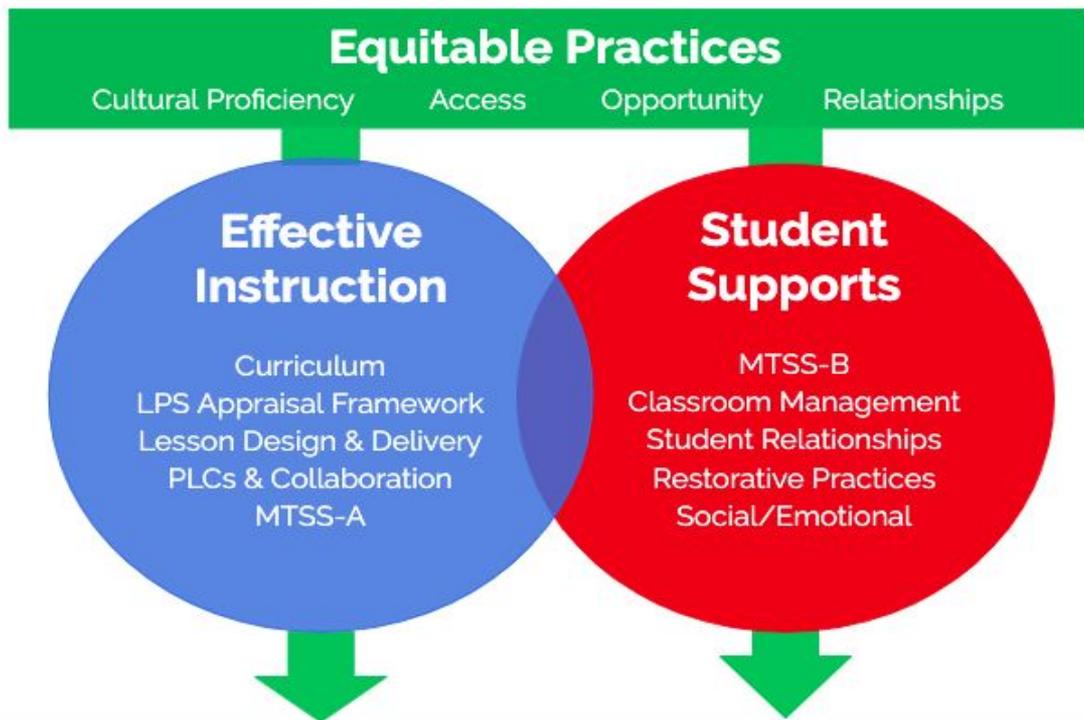


# MTSS-B

Multi Tiered Systems of Support for Behavior

2019-2020

# LPS Instructional Division: FOCUS AREAS

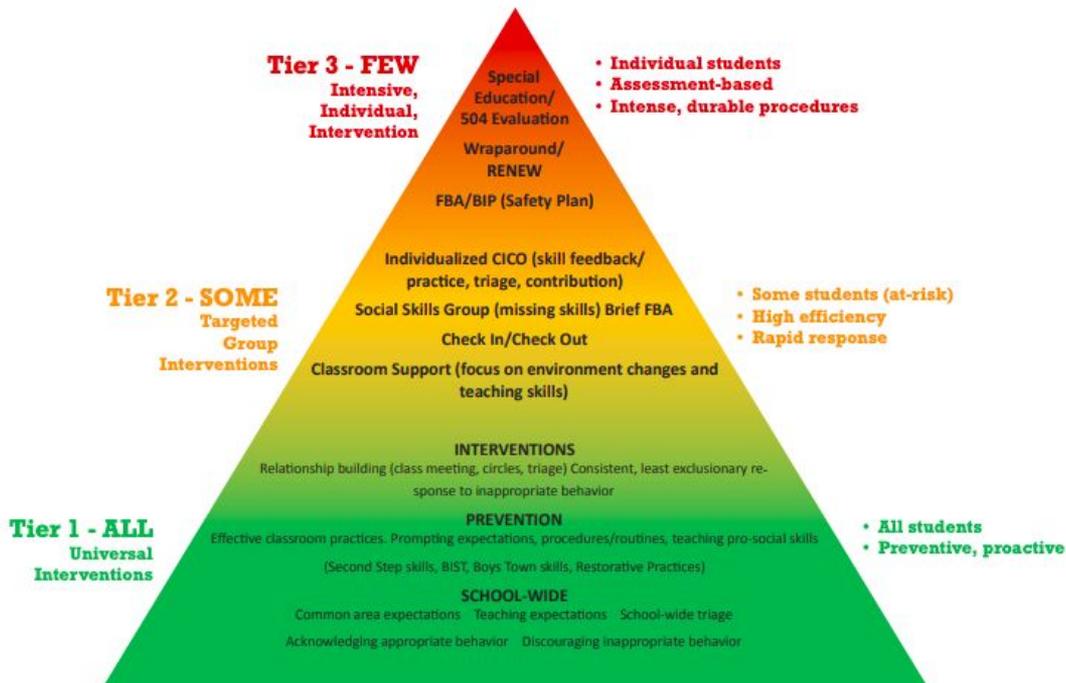


Prepare all students to be college, career, and civic-life ready with a goal of 90% on-time graduation.

The philosophy of MTSS-B framework is that relationships, strong academic and behavior instruction, and a continuum of strategies and interventions support positive behavior.

# LPS MTSS-B

## Data and Communication



# **We Will...**

**Know** tiered interventions of **MTSS-B**

**Understand** what changes we will make in order to implement a **multi-tiered system of behavioral supports (MTSS-B)**

**Be able to improve** academic and behavioral outcomes for **ALL** students

What do you personally  
need to focus on this year  
in order to improve  
behavioral outcomes for  
the students you serve?

# **We Now...**

Know tiered interventions of MTSS-B

**Understand** what changes we will make in order to implement a multi-tiered system of behavioral supports (MTSS-B)

# **So we will...**

**Be able to improve** academic and behavioral outcomes for ALL students

# Recommended Practice #1

Good instruction and Effective Classroom Practices should be the **core of classroom management.**

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### Effective Classroom Practices

**Expectations**  
Posting and **expectations** allows students to know exactly what to do.

**Procedures and Routines**  
Establish smooth operation of instructional and procedural activities, transitions, and getting whole group attention.

**Encouraging Appropriate Behavior**  
Acknowledgement is when teachers pay attention to positive behavior and recognize it.

**Responding to Problem Behavior**  
Use an instructional approach when students make behavioral errors similar to when they make academic errors.

**Active Supervision**  
Components of active supervision: Moving, scanning and interacting.

**Room Arrangement**  
Classrooms are organized so all **students** can see, hear and engage and are set up for maximized learning.

**Student Engagement and Opportunities to Respond**  
Engagement strategies actively involve all students while making learning visible through multiple opportunities to respond.

**How are classroom practices trauma informed?**  
Alignment of Effective Classroom and Trauma Informed Practices

# Recommended Practice #2

Tier one expectations are **taught** and **practiced with fidelity**.

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are taught and  
practiced with fidelity.

*Teachers will review school-wide expectations on the first day of school during each period. The Tier I Team will get those lessons to you on Thursday!*

# Recommended Practice #3

Classroom and Office Managed behavior flow-chart should be **regularly shared with staff** and individually with staff as needed.

Classroom and Office  
 Managed behavior  
 flow-chart should be  
 regularly shared with  
 staff and individually  
 with staff as needed.

Moore Middle School - MTSS 2019-2020	
Classroom Managed Behaviors	Office Managed Behaviors
<ul style="list-style-type: none"> <li>●Lack of Supplies</li> <li>●Talking Out of Turn</li> <li>●Refusal to Work</li> <li>●Eating or Drinking (except water)</li> <li>●Gum</li> <li>●Defiance/Disrespect</li> <li>●Non-Compliance</li> <li>●Disruption</li> <li>●<b>Dress Code Violation</b></li> <li>●Inappropriate Language</li> <li>●<b>Name Calling/Teasing</b></li> <li>●Physical Contact</li> <li>●Property Misuse</li> <li>●Tardy</li> <li>●Cheating</li> <li>●Incomplete Work</li> <li>●Attendance Concerns</li> <li>●Phone use (take to office)</li> <li>●Not in assigned area</li> <li>●Sleeping in class, head on desk</li> <li>●PDA</li> <li>●Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>●Misuse of School-Issued Technology</li> <li>●Threats made to Staff/Student</li> <li>●Initiating or Engaging in Fighting</li> <li>●Possessing, Using or Being Under the Influence of Any Tobacco Product, Drugs Alcohol or Other Controlled Substance</li> <li>●Initiating Any False Alarm or Bomb Threat</li> <li>●Non-Compliance</li> <li>●Bullying, Threatening, Harassing, Discriminating of Hazing Staff/Student</li> <li>●Using Profanity Toward Staff/Student</li> <li>●Property Damage or Vandalism</li> <li>●Participating in Gambling</li> <li>●Possession or Use of Combustibles</li> <li>●Truancy</li> <li>●Possession of Weapons</li> <li>●Academic dishonesty</li> </ul>
<p>*Remember to communicate with a student's IEP or 504 manager when needed, including for minor behaviors.</p>	

# Recommended Practice #4

Utilize all the tools in your toolbox to empower students to be successful.

When more time is needed, make a level 2 call.

There are times when **in class and out of class movements** are appropriate.

# Support Process

- Expectations taught, practiced, retaught and reinforced
- Attempt multiple effective classroom practices prior to movement
- Engaged in instruction
- Should include regular check-ins and processing
- Should not be perceived as punitive
- Follow tiers of interventions to further support student needs

## Level One

Disrupts student's learning, but stops after using level one strategies.

- **STUDENT EXAMPLES**
- blurts out
- talking to peer
- head down
- not sitting in chair
- tapping noises
- out of seat
- not following directions
- **STRATEGIES TO TRY**
- praise other students
- proximity
- verbal reminder
- increase engagement strategies
- praise for appropriate behavior (4:1)
- provide instructional choice
- private redirection
- non-verbal cues
- phone call home
- build relationship with student

## Level Two

Disrupts other students' learning and ongoing Level One behavior.

- **STUDENT EXAMPLES**
- ongoing Level One behaviors (teacher has tried multiple level one strategies over a period of time)
- student crying, overwhelmed, angry, etc
- inappropriate Chromebook use
- student conflict
- inappropriate language
- situations that could escalate
- disrespect
- constant talking back
- **ACTIONS AND DOCUMENTATION**
- call office
- phone call home
- document in Synergy Communication Log

## Level Three

Needs immediate response.

- **STUDENT EXAMPLES**
- unsafe or harmful behavior to self or others
- student leaves without permission
- student throws items in class
- verbal or physical fight
- issue warranting immediate response
- **ACTIONS AND DOCUMENTATION**
- call office
- conference with administration before calling home
- document in Synergy Communication Log

# Recommended Practice #5

When addressing behavior, verbal and nonverbal communication with a student should be **conducted privately and in a non-emotional and caring manner.**

# Recommended Practice #6

Students are accepted where they are, and provided what they need -- not what they deserve. **A relationship with the student must be maintained** and all staff will take time to teach and practice the skills they need to successful.

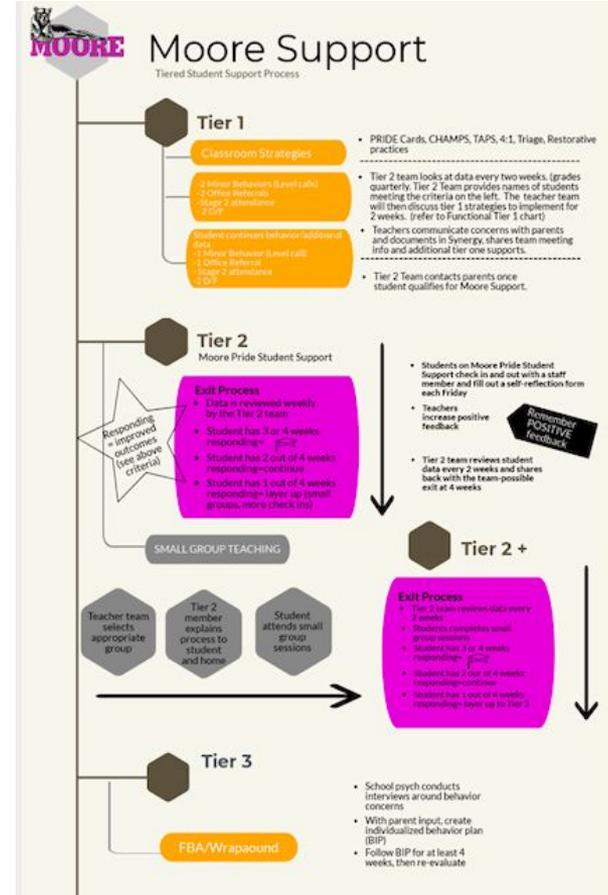
# Recommended Practice #7

Teachers work with students to **accept responsibility**, and assist students to learn and grow in developing appropriate behaviors to be successful, and avoid negative outcomes.

# Recommended Practice #8

**A continuum of supports** is used with the lowest-level of intervention needed to support and **assist the students in being successful**. Teachers can make modifications in their classroom based on student need prior to accessing tier 2 supports.

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# Recommended Practice #9

Tiers of intervention should be followed. If data demonstrates that a student's behavior has increased in frequency, duration, and intensity, an **individual behavior plan should be based on the function of behavior** (FBA that leads to BIP).

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