



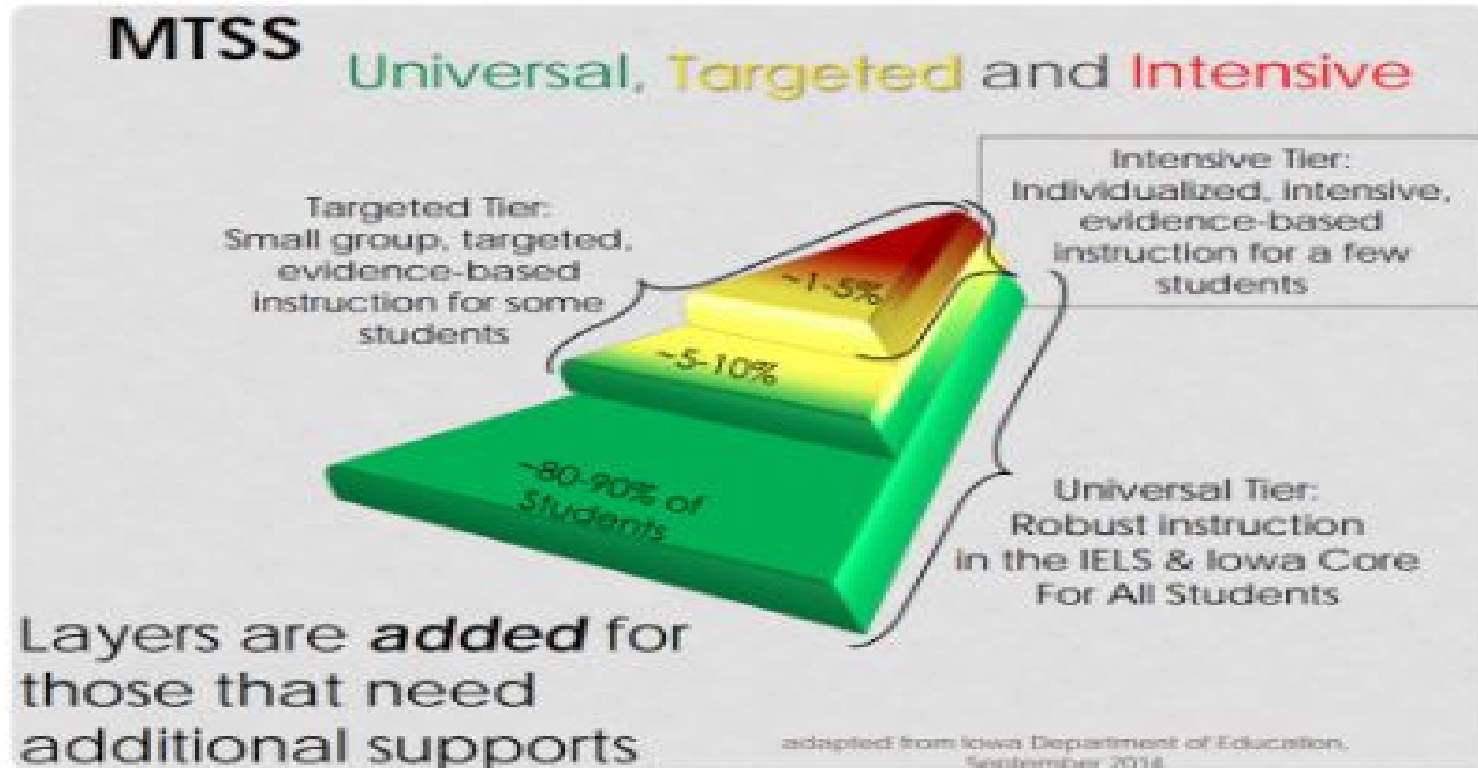
Making the Most of the MTSS Process for Social/Emotional and Behavioral Issues

OKOBOJI SCHOOLS

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(2013-2017)**

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What is MTSS? Multi-tiered Systems of Support



Goals of MTSS

- Start with Universal Screeners
- Select Evidence-Based Practices
- Use Data To Make Decisions
 - Prevalence and nature of problems
 - Intervention fidelity
 - Youth's response to intervention
- Assess Social Validity
 - Outcome
 - Processes

How To Make A Referral

- [Google Form](#)
 - Appropriate team members receive [referral](#)
- Set up meeting with teacher
- Start documentation with teacher
 - [Example document](#)
- Follow-up meeting/check in email

TIER 1

Core Universal Instruction and Supports

What does this look like?

- In Tier 1, all students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to discipline. Tier 1 instruction will be appropriate and effective for approximately 80% of the student population.

How do we determine whether a student needs Tier 1 Core Universal Instruction and Supports?

Students will receive academic and behavioral instruction and support designed and differentiated for all students in all settings.

Who provides this instruction?

- All teachers throughout the building reinforce the behavior expectations for Okoboji Elementary. Classroom guidance lessons serve as a common voice across grade levels. Success Coordinator can be utilized to observe classrooms and provide teachers with strategies to implement in the classroom.

TIER 2

Targeted Supplemental Interventions and Supports

What does this look like?

- In Tier 2, the school provides supplemental targeted behavioral skill interventions usually in smaller groups (5+). (ex. small group social skills, sensory, transitional recess, etc.) Approximately 10-15% of students may need Tier II interventions.
- Parents are notified by gen ed teachers of concerns and the school's plan of action.

How do we determine whether a student needs Tier 2 Targeted Supplemental Interventions and Supports?

- Students should be identified through various methods, such as office discipline referrals, screenings, teacher nominations (W.I.N.), parent and support service recommendations, observations, formative assessments, etc. Students displaying behaviors that necessitate Tier 2 interventions should be presented during W.I.N. discussions.

Who provides this instruction?

Recess Expectations Review--Gen. ed. staff

W.I.N. Small Group (social skills, various topics as needed i.e. girls group; family changes; friendships; bullying; ----School counselor, interventionist, Success Coordinator, Gen Ed teacher, Other

Sensory--SMART Room Classroom

Lunch Bunch--Behavior Interventionist, Counselor, Success Coordinator, Gen Ed teacher, Other

Transitional Recess-- Behavior interventionist, Counselor, Success Coordinator, Gen Ed teacher, Other

TIER 3
Intensive Individualized Interventions and Supports

What does this look like?

- In Tier III, student centered planning is used to develop customized interventions with frequent progress monitoring.
- GEI's will be created for students needing intense interventions (4 students or less)
- Parents notified of instructional changes involving their child.

How do we determine whether a student needs Tier III Intensive Individualized Interventions and Supports?

- Students not making sufficient progress in Tier 2. Delivered in addition to and aligned with core academic and behavior curriculum.
- Approximately 5-10% of students will qualify for Tier III interventions and supports.

Who will provide this instruction?

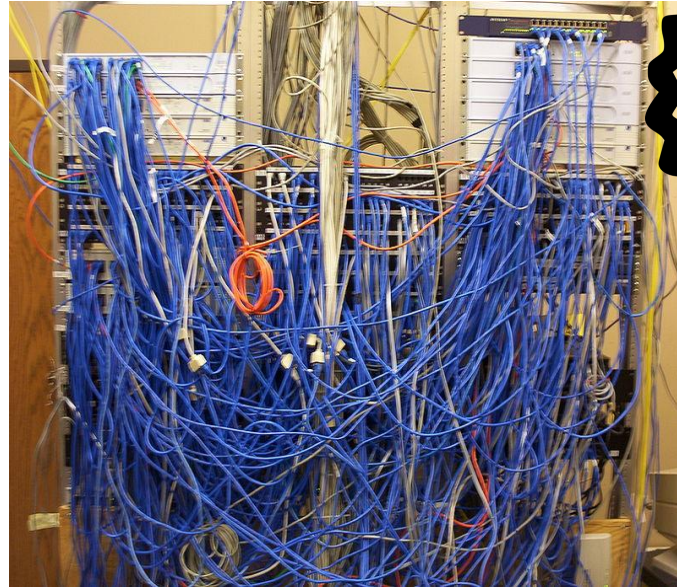
School Counselor, Behavior Interventionist, Success Coordinator, Gen Ed teacher, Others

Why Is This Needed?

- Frantic teachers!
 - We are fixers
- Discover what works!
 - Tiers
- Team effort!
 - We all have talents



Where Do I Begin If I...



HELP!

- Lack Resources
 - Only counselor in district
 - No success coordinator
 - No behavior interventionist
- Non-Supportive teachers
 - Time consuming
- MTSS Team is already in place
 - Academics or Behavior
- Start ***small...baby steps!***
 - Use what you have
 - Be creative
 - Think about what fits your school
 - Share the benefits of an MTSS Team
 - Get Administrators on board
 - ADVOCATE!

DATA TRACKING

EVENT RECORDING

ABC

BOYSTOWN PT SHEET

PARTIAL INTERVAL



FIDELITY CHECKS

[OES Fidelity check form](#)

RESOURCES

PBISworld.com

effectiveteaching.com (Harry Wong)

Boystownpress.org

Loveandlogic.com

For more ideas visit the resource page on our site

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