### A PARENT GUIDE TO MTSS-B



### KEY ELEMENTS OF MTSS-B

MTSS-B is not a particular "curriculum" but rather a preventative and proactive approach with several key elements.

- A school-wide approach to support students' positive behavior
- Universal screening for all students early in the school year to identify students needing additional supports
- Teachers, counselors, psychologists, and other staff work together as a team to identify students' needs and plan interventions
- Staff provide high quality, research-based instruction and strategies
- Multiple tiers of intervention and targeted support for those who are struggling
- Integrated plans that address students' academic, behavioral, social, and emotional needs
- Frequent monitoring of students' progress
- Professional development for staff in the delivery of interventions and how to monitor progress effectively

# ADDITIONAL INFORMATION ON MTSS

Office of Superintendent of Public Instruction

https://www.k12.wa.us/studentsuccess/support-programs/multitiered-system-supports-mtss

https://www.pbis.org/pbis/tieredframework

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



## MTSS-B

#### WHAT IS MTSS AND MTSS-B?

MTSS stands for Multi-Tier System of Support (MTSS) and is a phrase that is common in education, but many times parents lack understanding of what it is and how it works. MTSS is used by many schools to provide targeted interventions and support to students who may be struggling academically, behaviorally, socially or emotionally.

MTSS-B stands for Multi-Tier System of Support for Behavior and is a framework for teaching and supporting positive behaviors in all students.

#### THREE TIERS OF MTSS-B

#### **Tier 1: Universal Supports**

This level focuses on preventative and proactive practices for all students. Students are taught behavior expectations and appropriate social behavior. Tier 1 strategies include instructional practices that teach social, emotional, behavioral and executive functioning skills to support academic success. Teachers provide a high rate of positive feedback to students, a reward system for positive behaviors and good 2-way communication between home and school. In the classroom it may look like social-emotional learning activities, morning meetings, a calming corner, and social-emotional lessons.

#### Tier 2: Individual or Group Supports

At this level, students identified as needing additional support will be provided more focused interventions to meet their needs. School teams work to identify the motivation or function for behaviors interfering with academic or social emotional success in the classroom. SBLSD has an array of evidence-based interventions and supports to address behavior and increase behavioral, and social-emotional skills. Interventions may include check-in check-out, class pass, behavior charts/contracts, student self-monitoring, small group social skills instruction and school to home communication.

#### Tier 3: Intensive Individualized Supports

This level addresses the needs of individual students that need more targeted and intense interventions to support their needs, leading to success in the classroom environment. These sessions may last longer and are very focused. The building team assesses the student's strengths, skill deficit, and motivation for the behavior to develop a comprehensive plan that often includes the family, community and other relevant school-based adults. Interventions may include individual behavior plans, individualized behavioral, social or emotional skill instruction, and behavioral health services in the community.

#### WHAT CAN I EXPECT FROM MTSS-B?

- Information on my child's progress
- Early intervention of academic or behavioral concerns
- Instruction and intervention support that is matched to my child's behavioral, social-emotional needs
- Involvement in data-based problem solving and decision making for my child
- Feedback on how my child is responding to targeted and individual interventions

### WHO DO I CONTACT IF MY CHILD IS STRUGGLING AND NEEDS HELP?

Please contact your child's teacher, school counselor or building administrator.