

MULTI-TIERED SYSTEM OF SUPPORT FOR BEHAVIOR/SOCIAL-EMOTIONAL LEARNING

DISTRICT LEVEL READINESS CONSIDERATIONS

1. In the district, is there a need and desire to promote positive school climate, reduce suspensions and behavior referrals, and improve academics?
 - a. Which data sources support this?

2. Is there desire and commitment from district leadership to support implementation of a multi-tiered system of support (MTSS) for behavior/social-emotional learning (SEL) across all schools?
 - a. How does this connect to your district's existing strategic plan?
 - b. Does district leadership need additional information on MTSS?

3. With support from district administration, is there commitment to developing & maintaining a 3-5 year district-wide action plan to build & sustain the MTSS/PBS/SEL framework across all schools?
 - a. What are potential avenues for collaboration/coordination based on existing initiatives and plans within district?
 - b. How will your district work with schools interested in MTSS/PBS/SEL framework development & implementation?
 - c. Considering readiness, buy-in and need, how will schools be identified to receive training and support?

4. Which district representative(s) will serve as the MTSS District Coordinator(s) (i.e., lead contact, core decision makers) for all behavior/SEL initiatives within your district?
 - a. Who is in the current leadership role for related initiatives, such as school climate & discipline, social-emotional learning, etc.?

5. Is development of a district team a desired action item for the district and supported by administration? This team of stakeholders would be supported by the DE-PBS Project to lead development of action plan and drive implementation efforts.
 - a. What teaming structure would be a good match for our district context?
 - b. Do we have existing teams with similar goals with which we can integrate?
 - c. Would it make sense for our district to utilize a smaller core implementation/development team with a broader, representative team to support data-based action planning and implementation efforts?

6. Who are the MTSS for Behavior/SEL Coaches with allocated time & skills identified by the MTSS District Coordinator(s) to receive DE-PBS Project support and provide in-district professional development and technical assistance?

RESOURCES:

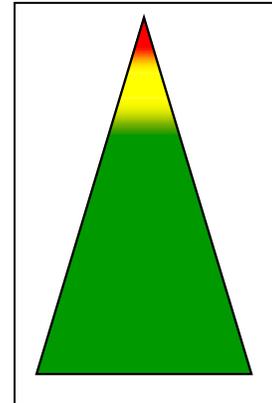
What is a multi-tiered system of support (MTSS)?

- an evidence-based framework for effectively integrating multiple systems and services to address students' academic achievement, behavior, and social-emotional well-being.
- a strategy for improving outcomes for *all* students and for creating safe and supportive learning environments free of bullying, harassment, and discrimination.
- includes school-wide strategies, targeted supports and individualized student supports.

From: National Association of School Psychologists (<https://www.nasponline.org/>)

Thinking broadly, MTSS is:

- a proactive, data-driven, problem solving process to identify and address school-wide needs
- a way to organize academic, behavioral and social-emotional supports for **all students**
- uses students' response to intervention **data** to identify which students need additional supports
 - Tier 1 = all students
 - Tier 2 = some students (5-15%)
 - Tier 3 = individual students (1-5%)



WHY USE SCHOOL-WIDE PBS AS YOUR MTSS FRAMEWORK?

- Research has demonstrated:
 - Reduction of problem behavior, discipline referrals, and suspensions
 - Increase in math and reading scores
 - Improvements in overall school climate

(Lassen, Steele, & Sailor, 2006; Lewis et al., 2002; Luiselli, Putnam, and Sunderland, 2002; Todd et al., 1999)

WHAT ARE THE GENERAL AREAS OF FOCUS FOR A DISTRICT MTSS ACTION PLAN?

Based on reflection of related district data sources, a team will develop a plan to address the following areas in order to establish and increase capacity.

- **Training** Capacity refers to the system's ability to self-assess for specific programmatic and staff development needs and objectives, develop a training action plan, invest in increasing local training capacity, and implement effective and efficient training activities.
- **Coaching** Capacity refers to the system's ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local school training implementation efforts. Resources are committed for both initial training and on-going implementation support.
- **Evaluation** Capacity refers to the system's ability to establish measurable outcomes, methods for evaluating progress toward these measurable outcomes, and modified or adapted action plans based on these evaluations.
- **Coordination** Capacity refers to the system's ability to establish an operational organization and "rhythm" that enables effective and efficient utilization of materials, time, personnel, etc. in the implementation of an action plan.

WHAT IS THE ROLE OF A MTSS DISTRICT COORDINATOR?

The MTSS coordinator is responsible for ensuring that the school district takes the necessary steps to implement and sustain district-wide MTSS. This role might include coordination of a district leadership team, oversight of action plan implementation, and support for district coach(es).

WHAT IS THE ROLE OF A MTSS DISTRICT COACH?

Coaches are essential in providing overall guidance and encouragement to teams as they implement and maintain MTSS for behavior/SEL. Coaches serve as content experts provide and provide guidance after a training in areas of developing systems, data review and use, and implementation of best practices.

WHAT ARE THE MAJOR RESPONSIBILITIES OF A DISTRICT LEADERSHIP TEAM?

- Review existing data sources to identify strengths & needs to inform planning (discipline, school climate, self-assessment, etc.)
- Conduct initiative an asset map
- Creating a 3-5 year action plan
- Establishing regularly scheduled meetings
- Identifying a coordinator to manage and facilitate
- Securing stable funding for efforts
- Developing a dissemination strategy to establish visibility (website, newsletter, conferences, TV)
- Ensuring student social behavior is the top priority of the district
- Establishing trainers to build and sustain school-wide PBIS practices.
- Developing a coaching network (each school identifies a school coach to facilitate)
- Evaluating school-wide behavior & emotional support efforts

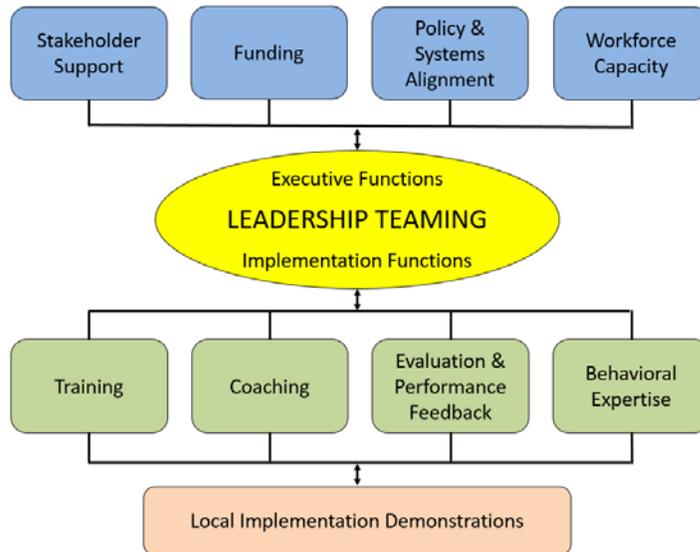
WHO SERVES ON THE LEADERSHIP TEAM?

Members of this team should include individuals whose roles, responsibilities, and activities are associated with the (a) prevention of the development and occurrence of problem behavior, (b) development and maintenance of pro-social behavior, and (c) management and evaluation of resources related to the provision of behavioral supports.

Examples of district-wide team members include:

- District & School-level administration representatives
- District behavior/SEL trainers
- Instruction and Curriculum
- Safe and Drug Free Schools
- Special Education
- School Psychology and Counseling
- Student Health
- School-wide Discipline
- Dropout Prevention
- Alternative Programming
- Data or Information Management

This image organizes the implementation drivers or elements that organize the MTSS/PBS/SEL implementation process. These elements also are considered when conducting systemic implementation activities related to, for example, resource mapping, practice alignment and integration, program evaluation, and local capacity development.



OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 1 – Foundations and Supporting Information*. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.

REFERENCES & RESOURCES:

- Delaware PBS Project: (www.delawarepbs.org)
- Positive Behavioral Interventions & Supports: <http://www.pbis.org/school/district-level>
- National Association of School Psychologists: <https://www.nasponline.org/>
- Michigan’s Integrated Behavior and Learning Support Initiative: <https://miblsi.org/teams-roles/specialized-functions>
- School-wide Positive Behavior Support: District Readiness Checklist for Leadership Team – Florida’s PBS Project at USF: <http://flpbis.cbcs.usf.edu/>