

Best Practices for Incorporating MTSS & PBIS



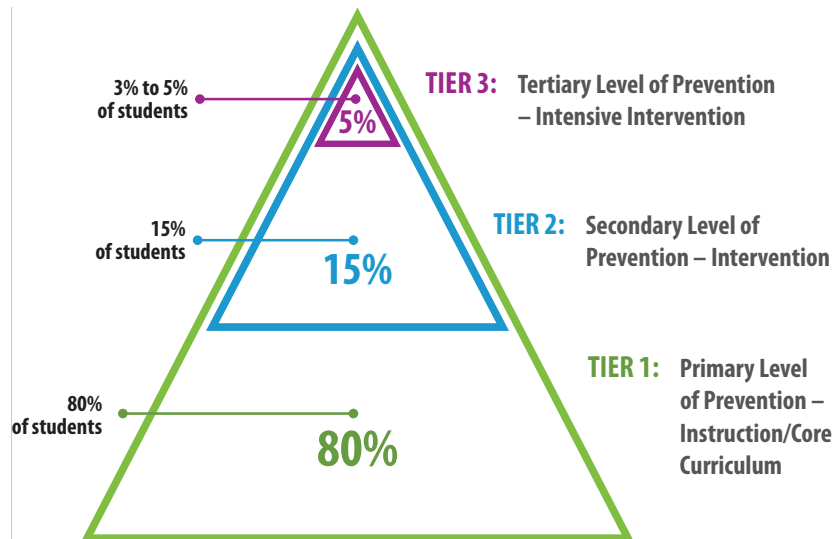


Best Practices for Incorporating MTSS and PBIS

Social and Emotional Learning teaches students a host of soft skills competencies, like how to control emotions, show empathy, socialize, resolve conflicts, and make responsible decisions. While teachers may have an SEL curriculum that covers the major skill competencies, different situations require that some competencies be prioritized. Similarly, not all students have the same skill gaps and will require differentiated support. Thus, teachers are confronted with the problem of deciding what competencies to teach to whom and what other interventions are most likely to be effective in modeling desirable social and emotional behavior.

This is where MTSS, Multi-Tiered System of Supports, comes in. MTSS recognizes that there are different groups of students with ever increasing needs for SEL instruction and other interventions. The MTSS framework requires assessments and observations of all students for their SEL competencies. Some students will show a need for supplemental support, while others will need progress monitoring.

There is typically a triangle graphic used to show the spectrum of students that teachers will encounter.



The top tier of the triangle is Tier 3, or tertiary prevention, which typically represents 3%-5% of the students. Students in this tier are identified through their intensive needs in the academic, social, and/or behavioral domains. School counselors, social workers, or school-based therapists are typically involved with these students.

Tier 2 represents students who are not making adequate progress in their core academic classes. These students need fewer intensive interventions, but nonetheless require continual observation and support. They typically represent about 15% of the student population who are taught by a classroom teacher.

Finally, Tier 1 represents about 80% of the student population. School-wide prevention efforts that promote the academic, social, and emotional learning is received by this group of students and will not require additional intervention. While, our QuaverReady program specifically targets Tier 1, it also serves our Tier 2 and Tier 3 students.

For Tier 2 students, the core curriculum can be customized by the teacher to include resources more specific for misbehavior or negative mindsets. For Tier 3 students, a more specialized and intensive curriculum may be customized by school counselors, social workers, or school-based therapists. QuaverReady also offers assessments that can be utilized for progress monitoring for Tier 2 and Tier 3 students. The key is to ensure fidelity of implementation of the interventions for all tiers.

PBIS (Positive Behavior Interventions and Supports) represent interventions to counter inappropriate behavior or attitudes. Some of the behaviors and mindsets that require intervention are well known to teachers. These include as a sample:

- Bullying behavior
- Argumentative
- Disrespectful
- Poor attitude
- Inadequate coping skills
- Lying, cheating, stealing
- Depressed, discouraged
- Upset, crying
- Isolated, shy
- Inattentive
- Victimized
- Disruptive in class
- Foul language,
- Improper body functions
- Taunting
- Hyperactive, ADHD/ADD
- Low self esteem

The question is what do you do about these? This is where PBIS comes into play. While the QuaverReady curriculum has lessons that address at least partially all of the topics above, there are other teacher actions that are recommended. PBIS supports and reinforces desired behaviors through incentives, praise, and rewards. As such, this intervention naturally weaves through a teacher's procedural and classroom management. As a result, classroom management is enhanced, while providing space for safety and well-developed social and emotional learning.

Let's take Tier 1 students first. Some of the interventions that may be taken include:

- Giving instructional breaks
- Explaining consequences
- Rewarding desired behaviors
- Introducing more gaming/competition in activities
- Introducing more emotion in the resources
- Putting colorful reminding posters
- Using a talking stick, hat or tickets
- Modeling desired behaviors
- Introducing sensory manipulatives



There is also a myriad of ways teachers can use these interventions to help the Tier 2 socially and emotionally. These include the above as well as the following:

- More intensive support like tutoring
- Personal mentoring
- Structured breaks
- Peer and group activities
- Using music and movement to engage students
- Daily self-assessments
- Daily behavior forms
- CICO (Check In Check Out)
- Teaching coping and relaxation Skills
- Individual and visual schedules



For Tier 3 students, even more intensive interventions may be required. All QuaverReady lessons, however, are still applicable to this group of students. Interventions here include the above as well as the following:

- Behavioral meetings
- Behavior contracts
- Contact with parents
- Pre-suspension counseling
- Isolation and restraint
- Referrals to counselors
- Individual schedules
- Daily evaluations



To help teachers determine which QuaverReady lessons target which specific correctional behaviors or mindsets in Tier 1, 2, and 3 students, we have provided filters in Resource Manager that easily match and identify the behaviors with the 25 CASEL sub-competencies as well as the 7 SEL Plus competencies we have added. QuaverReady lessons follow a problem-solving model that aligns to the MTSS (Multi-tiered System of Support) approach, by considering the environmental factors students might experience within our interactive screens. In addition, each lesson is carefully created by identifying SEL deficiencies by grade level and reviewed with evidence-based instruction. Teachers can find what they are looking for in our resources. Similarly, they have been proven to have positive effects on student behavior and overall classroom culture.



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