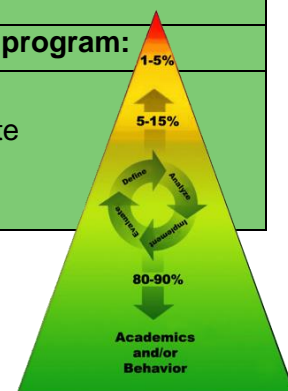


# Culture for Learning: District-Wide Multi-Tiered System of Supports (MTSS)

Tiers	Key Dimensions	MTSS Structure of Support for Behavioral & Social-Emotional Learning (SEL)
<b>Tier 3: Specialized Supports for a Few Students</b>	Students with the highest levels of need receive <b>highly-structured, individualized interventions</b>	<b>Identify specific student needs and deliver individualized intervention:</b>
		<ul style="list-style-type: none"> <li>• Individual Mental Health Counseling</li> <li>• Check &amp; Connect</li> <li>• Coping Cats</li> <li>• Targeted, Individualized Intervention</li> <li>• Community Agency Involvement</li> <li>• Function-based behavior planning</li> </ul>
<b>Tier 2: Targeted Supports for Some Students</b>	The <b>school provides targeted support</b> for students who have difficulty demonstrating social-emotional skills	<b>Identify students &amp; implement structured interventions for SEL:</b>
		<ul style="list-style-type: none"> <li>• Check In/Check Out</li> <li>• Behavior Report Card</li> <li>• Anger/Coping Skills Instruction</li> <li>• Second Step Anger Management Program</li> <li>• Youth Mental Health First Aid</li> <li>• I Can Problem Solve (small group)</li> <li>• Social skills Improvement System (SSIS)</li> <li>• Why Try</li> </ul>
<b>Tier 1: Core Universal Structure for all Students</b>	All adults work to <b>establish positive learning environments</b> by setting clear expectations & building relationships with students	<b>Build school-wide systems and structures:</b>
		<ul style="list-style-type: none"> <li>• School-wide Positive Behavior Intervention and Supports (PBIS)</li> <li>• Foundations – School-based Behavior Leadership Team (BLT)</li> </ul>
		<b>Adopt proactive &amp; restorative behavior management strategies:</b>
	Students <b>practice &amp; apply social &amp; emotional skills</b> & have opportunities to build relationships	<b>Implement best practices for student engagement/SEL:</b>
		<ul style="list-style-type: none"> <li>• Responsive Classroom</li> <li>• RULER Program</li> <li>• Teaching Tools for Young Children (Pre-k &amp; Kindergarten)</li> </ul>
	Adults <b>model</b> social-emotional skills in all interactions	<b>Support SEL for adults:</b>
Social & emotional skills are <b>explicitly taught</b> to all students	<b>Implement a comprehensive, school-wide social skills program:</b>	
	<ul style="list-style-type: none"> <li>• Skillstreaming</li> <li>• I Can Problem Solve: Preschool, Primary &amp; Intermediate</li> <li>• Stop &amp; Think</li> </ul>	



**Behavior Contract** - The behavior contract is a simple positive-reinforcement intervention that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of student and teacher (and sometimes parents) in carrying out the intervention plan, making it a useful planning document.

<http://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts>

**Behavior Report Card** – Behavior Report Cards are customized behavior rating forms that educators can use to evaluate targeted student behaviors on a daily basis or even more frequently. <http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker>

**CHAMPS** - *CHAMPS* assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly.

**Check & Connect** - comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of *Check & Connect* is to foster school completion with academic and social competence.

**Coping Cats** - Used by School Psychologists and School Social Workers for Counseling as a Related Service with ESE students. It is a cognitive-behavioral therapy intervention that helps children recognize and analyze anxious feelings and develop strategies to cope with anxiety-provoking situations.

**Function-based Behavior Planning** - Function-Based Intervention is an action plan that is developed by taking into consideration the information obtained from the Functional Behavior Assessment and must address the purpose that the behavior serves for the child. The general goal of the Function Based Intervention is to have the child gain access to the same reinforcement that was maintaining the inappropriate behavior but now have it maintain alternative appropriate behaviors.

**I Can Problem Solve** - I Can Problem Solve (ICPS) is a universal school-based program designed to enhance the interpersonal cognitive processes and problem-solving skills of children in preschool through grade 6.

**Mentoring or Youth Motivator Program** - The Youth Motivator Program is designed to reduce the potential of a student dropping out of school. Volunteer mentors provide support, promote the values of education, and help increase a student's self-esteem and performance.

**Positive Behavior Intervention & Supports** - PBIS is based on understanding why problem behaviors occur. This approach to behavior can occur on a school-wide level, in a specific setting, classroom, or with an individual student. PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.

**Responsive Classroom** - The *Responsive Classroom* is a general approach to teaching, rather than a program designed to address a specific school issue. Based on the premise that children learn best when they have both academic and social-emotional skills. The *Responsive Classroom* approach consists of a set of practices that build academic and social-emotional competencies and that can be used along with many other programs.

**RULER Program** - RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions. The program grounds teachers, staff, students, and families in the Anchors of Emotional Intelligence. The fundamental RULER tools enhance individuals' ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. The Anchors also foster the kind of healthy emotional climate essential to personal growth.

**Second Step** - Research-based, sequenced curriculum focusing on essential life and learning skills, anger management, conflict resolution and self-regulation. Media-rich content engages students and reinforces positive behavior and fully scripted lessons are easy to integrate into the day.

**Skillstreaming** - *Skillstreaming* employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.

**Social Skills Improvement System (SSIS)** - The Social Skills Improvement System addresses the need for an evidence-based, multi-tiered assessment and intervention system to help you help students develop, improve and maintain important social skills.

**Stop and Think** – Curriculum focused on teaching students interpersonal, problem-solving, and conflict resolution skills in a developmentally-sensitive and appropriate way. Practical core skills help students to manage their own behavior and successfully interact with others.

**Teaching Tools for Young Children with Challenging Behavior - FREE** product developed by the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) that gives teachers practical strategies, developed from TACSEI's research activities and experiences in Positive Behavior Support, to create a plan to support young children who are having challenging behavior.

**Why Try** - The WhyTry Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success.

**Youth Mental Health First Aid** - Youth Mental Health First Aid USA is an 8 hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.