

# MTSS-B SUPPORTS FLOW CHART

Wahluke School District - Quick guide



## Tier 1

### Classroom Managed

- School wide behavior expectations are established and taught to students multiple times a year and as needed
- SEL Standards are taught to every student
- Acknowledgement system is used to fidelity (PBIS Rewards, House Points)
- Warrior Code language when interacting with students
- Active supervision and engagement are followed
- For individual behaviors, teacher follows school provided flow chart
- PBIS coaches help support classroom teachers in maintaining Tier 1 interventions - Form and Function?
- Counselors meet with students 1:1 for small non-repetitive needs

### PBIS School Level Team Monitors Schoolwide Behaviors Monthly

- Gather data from Swis (major, minors) as well as reward data (PBIS Rewards, House points)
- Come up with improvement plans for classrooms, grade levels, whole school, individual teachers...
- TFI is done twice a year
- Lead by PBIS Coach

### Problem behavior/ SEL need continues

- Once flowchart is followed and interventions have been attempted teacher can fill out a Request for Assistance form (RFA) for more support.
- PBIS Coach and Counselor Review to move back to Tier 1 supports or move to Tier 2

## Tier 2

### Request For Assistance

- Request for Assistance is reviewed and Tier 1 supports are not changing the behavior
- Counselor/ PBIS coach arrange a Tier 2 meeting

### Screener

- Screeners are done 3 times a year (SIRSS)
- Students screened in Red move forward with a Tier 2 meeting (decide if Tier 2 services are needed)

### Tier 2 Meeting

- Happens every 2 weeks - monitors interventions/ data, adjusts goals, meet with teachers, contact parents - Lead by PBIS coach and Counselor

### Intervention is chosen and tracked

- Tier 2 intervention is designed for students goal - CICO, Small group...
- ABC (antecedent, behavior, consequence) can be filled out to find perceived motivation
- Monitored for at least 10 days - reviewed by Tier 2 team for adjustments needed
- If 3 different interventions have not been successful - student may be moved to Tier 3 or if extreme circumstance/ unfortunate event has occurred

## Tier 3

### Tier 3 Support Needed

- Counselor fills out Tier 3 Request for Assistance
- PBIS District Coach and District Social Worker Review and set up meeting

### Intervention

Intensive individual plan that may include, District counselor, District Family Counselor, SAP, SUDP, Comprehensive Mental Health counseling in district

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## Tier 1

### Classroom Managed

- Am I remaining calm? Do I need to take a moment?
- What is the behavior? (Be specific- For example : She was hitting vs. she was being violent)
- What is the missing skill? (try not to assume they should just know by now) How can I teach that skill? Individually or whole class?
- Why are they doing this behavior? Do I need to collect data to find out?
- Did I teach my class their expectations before the event happened? Do they understand them? Do I need to reteach?
- Have I been teaching the SEL curriculum? Is there an SEL lesson I can reteach or a book I can use to teach what my student needs to know?
- Have I been giving this student 5:1 positive to negative feedback?
- Do I need to brainstorm ideas with my PBIS Coach?

### My Reaction

1. Stay calm and think of your students strong emotion as a great opportunity to connect
2. Understand and accept rather than judge; be curious rather than accusatory.
3. Reflect and validate their feelings
4. Explore- ask questions

### Interventions

1. How can I teach the missing skill?
2. How can I support them to be successful?
3. How can I increase positive feedback?
4. How can I mend/ grow the relationship?