

# Promoting an Aligned *Multi-Tiered System* of Support (MTSS) for Behavior

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Dover High School  
2018 DE-PBS Secondary Forum



# Our Teams and Staff at Each Tier

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- **Tier 1 Team**

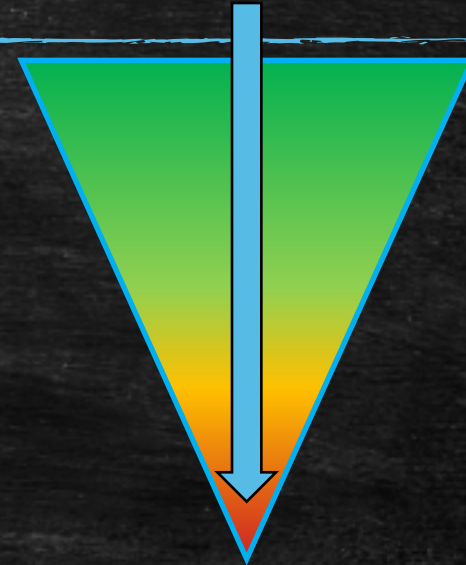
- Lane Carter and James Bailey
- 1x/month, subcommittees meet between

- **Tier 2 Team**

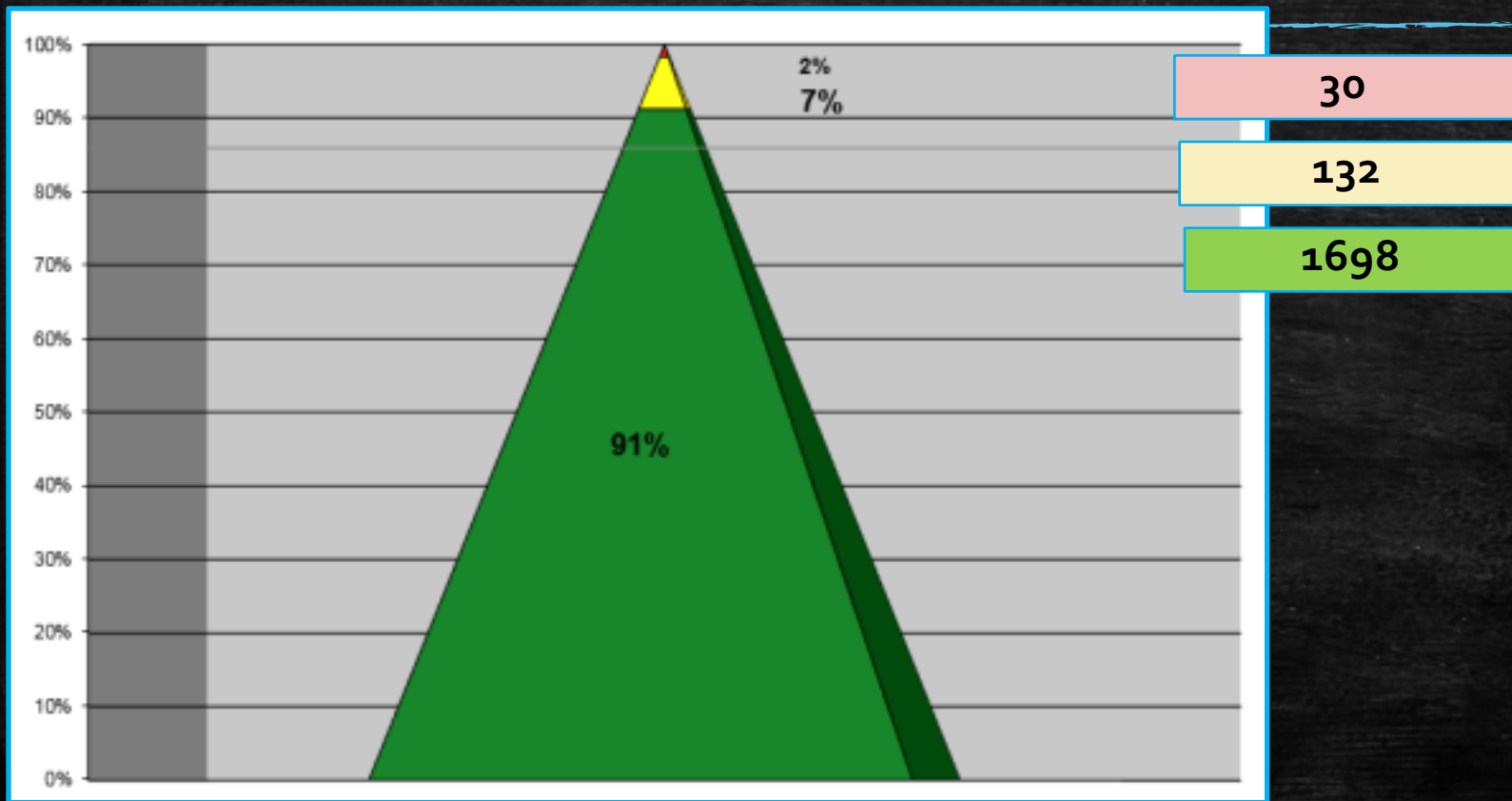
- Melissa Butz-Miller and Caroline Green
- 1x/month

- **Tier 3 Programming**

- Kevin Turner and Joe Fuller
- 2x/month and more often as needed



2016-2017 SY



# Closer Look at 2016-2017 SY School Climate

## **DSCS SEL Techniques Questions and Responses**

## **Agreement**

- 3. Students are taught to feel responsible for how they act.
- 6. Students are taught to understand how others think and feel.
- 9. Students are taught that they can control their own behavior.
- 12. Students are taught how to solve conflicts with others.
- 15. Students are taught they should care about how others feel.

## **Additional 16-17 DSCS Questions and Responses**

## **Agreement**

- 3. I can control how I behave.
- 4. I am good at solving conflicts with others.
- 7. I think before I act.
- 11. I am good at waiting for what I want.



# Tier 1 Team & Tier 2 Team Shared Concern for 2017-2018 SY

Overall, our high school students still need support in SEL.

## **Agreement with Stanford research with HSs (Hamidani & Darling-Hammond, 2015):**

- Teach social emotional skills explicitly and ensure that they are reflected and reinforced by school practices.
- Establish approaches to discipline through practices that preserve relationships, respect dignity, and provide psychological support.

# More **Specific** Tier 1 Team & Tier 2 Team Shared Concern for 2017-2018 SY

A behavior impacting discipline  
and school climate/safety:

## **Fighting**

To avoid fighting now (or in the future), students need to develop:

- Self-regulation strategies (physical and emotional)
- Pro-social coping skills (for anger and student-student confrontations)

# What/How Can We **Teach** to Improve Student SEL and Decrease Fights?





## How did DHS develop an MTSS Effort?

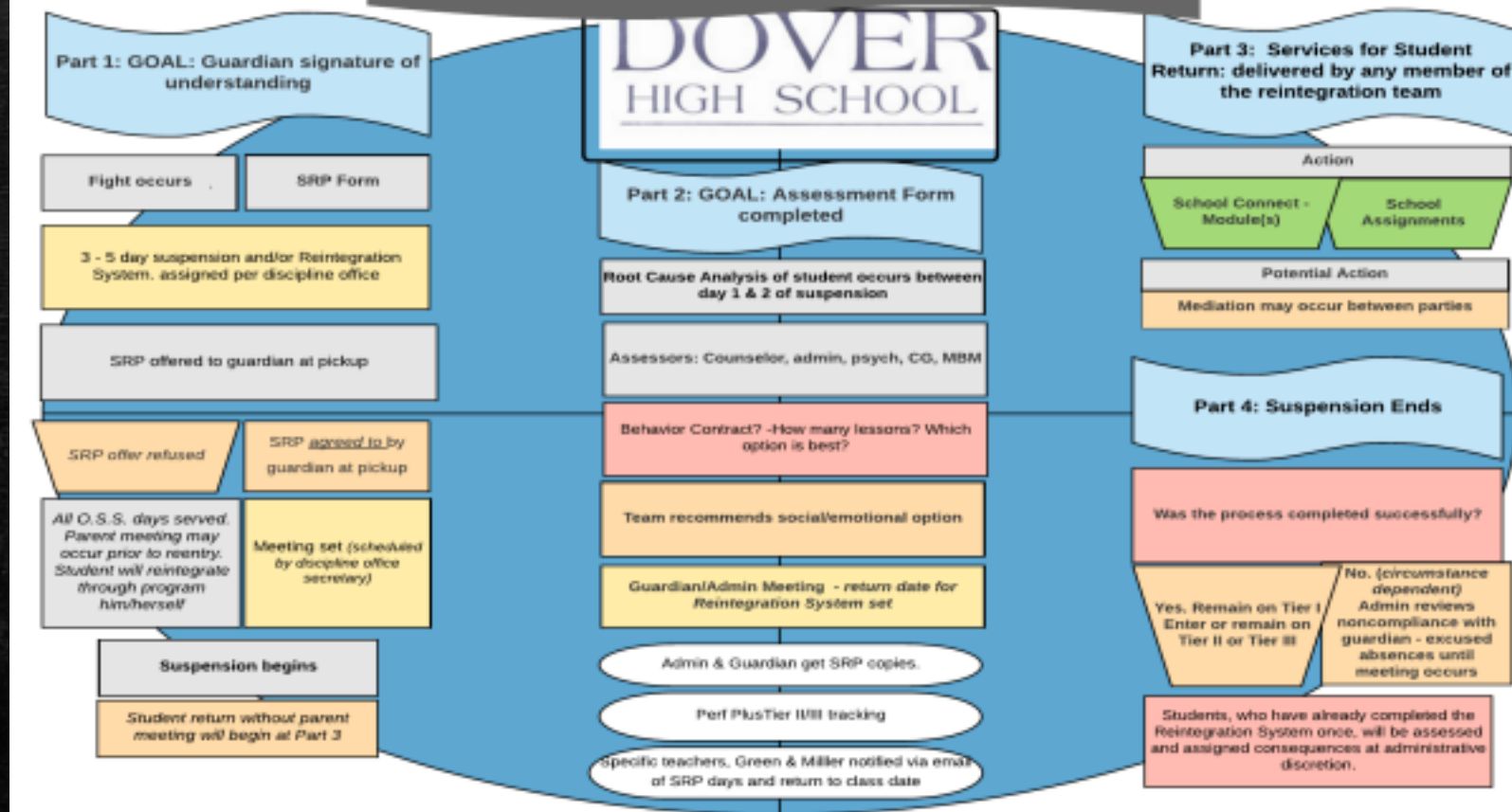
- Tier 1, 2, and 3 representation (including leaders)
- Dean of Discipline
- Tier 1,, 2, 3 Administrators
- School Psychologist (invited)
- School Counselor (invited)
- District Coach

Starting at year-end 2016/2017, All Tiers Team met once a week, after school, for about 45 minutes.

- brainstormed about climate issues
- narrowed to one focus area/fighting
- researched and selected a SEL schoolwide curriculum to meet needs of ALL Tiers



# Student Reintegration Plan



# 2017-2018 Advisory Plan

## ▪ **Tier 1 Implementation**

- Analyzed the School Connect curriculum for best lessons based on recommendations from UDel, Dr. Pell
- Reviewed calendar dates for Senator Up! (advisory classes)
- aligned selected lessons
- published on the PBS webpage (DHS website)
- rolled out to staff during faculty meetings (twice) and PD
- coordinated with librarian for book tracking through Destiny Discover
- provided access to class sets for advisory teachers
- coordinated pre-printed materials for all lessons (delivered every week to teacher boxes)

# 2017-2018 Implementation Plan

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## ▪ Tier 2/3 Implementation

- rolled out to staff at start of 2017-18 school year through staff meetings, PBS breakout sessions, Tier II meetings
- Tier II leads and ISS Coordinator met at start of school year to review and select appropriate School Connect Lessons, created a Reintegration Form, Student Reflection Sheet, Google Doc Tracking Form, and process for "What Happens After a Fight"
- Reintegrations are completed the day they return to school - some may return a day early to complete the process
- Reintegrations are assigned based on staff availability



## 2017-2018 Implementation In-Practice

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### ▪ Tier 2/3 Implementation

- Reintegration data shared at monthly Tier II meetings and Monday Morning Administrative Team Meetings
- Data So Far for the Year:
  - 48 students referred (were in fights)
  - 43 students completed the process (1 refusal, 3 went to alt placement, 1 has yet to return to school)
  - Only 1 repeat offender



## Lessons Learned:

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- *Once a project is complete, all tiers should still meet on a quarterly schedule*
- *Focus on one major behavior at a time*
- *advisory period should prioritize SEL, other items should be shared responsibility with academics (surveys, iSafe, Career Cruising)*
- *Complete session takes 45 min*
- *Specific training on an as needed basis*
- *enhanced perception of SEL need at the teacher level*

## Next Steps

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- *School Connect summer training for team leads (develop PD for all staff)*
- *Meet with admin for scheduling recommendations for de-conflicting advisory*
- *Review lessons for alignment with school success plan*
- *ALL Staff training at the beginning of 2018/2019*
- *All Tiers Team should meet in the summer and subsequently every two months (approximately) to discuss data-based concerns, following the problem solving steps done for fighting*
- *Recommend ways to positively reinforce staff implementation of Senator Up! lessons.*

## For more information about:

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- Dover High School, Tier 1: Reach out to *Dr. Carter or Mr. Bailey*
- Dover High School, Tier 2/3: Reach out to *Mrs. Butz-Miller or Ms. Green*
- SEL Practices and Resources for Secondary Schools: CASEL, <http://secondaryguide.casel.org/description-page.html#sconn>
- School Connect: Go to <http://www.school-connect.net/program-overview.html>, contact DE-PBS (Megan Pell, [mpell@udel.edu](mailto:mpell@udel.edu)) for more information