**Narrative of the MTSS & PBS Module**

*Available for use by participants while viewing the presentation.*

Slide 1

**Narrative:** Welcome to an overview presentation on multi-tiered systems of support, or MTSS, and Positive Behavior Supports, or PBS. This overview was created by members of the Delaware Positive Behavior Support Project.

Slide 2

**Narrative:** The Delaware PBS Project proudly serves as a technical assistance center for the Delaware Department of Education to actualize the vision to create safe and caring learning environments that promote the social-emotional and academic development of all children.

The statewide initiative is designed to build the knowledge and skills of Delaware educators in the concepts and evidence-based practices of Positive Behavior Support (PBS) as a Multi-tiered System of Support (MTSS).

Slide 3

**Narrative:** The goal of this presentation is to enhance participants’ understanding of MTSS, how PBS serves as an MTSS, and help school teams and leaders take the necessary steps to align their PBS programs to the structure of an MTSS. Therefore, we will provide an overview of MTSS and it’s main components, illustrate how PBS serves as an MTSS, and provide resources to facilitate PBS as MTSS. Let’s get started.

Slide 4

**Narrative:** First, let’s discuss multi-tiered systems of support.

Slide 5

**Narrative:** So, what is MTSS? As seen on this slide, MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.” Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services and intervention as soon as the student demonstrates a need. Historically MTSS has been focused primarily on addressing academic problems, and emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts. However, as will be discussed in this presentation, the same mindset and problem-solving approach that characterizes academic MTSS has been applied to behavior to prevent and intervene with students who are most vulnerable and display the greatest amount of behavioral difficulties.

Slide 6

**Narrative:** A major point to remember about MTSS is that it is a framework or system, NOT a curriculum or intervention, and serves as a way to organize academic and behavioral help for all students.

It is an evidence based model of educating students that uses data­based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students at varying levels of intensity based on student need.  These varying levels of intensity are most commonly referred to as tiers.

Tier 1 includes all students, and involves the school-wide practices that are in place to support all students. Tier 2 encompasses a more targeted group of students, about 5-15% of the population, who are at risk for poor academic or behavioral outcomes. Tier 3 represents the fewest amount of students, about 1-5%, that require the most intensive and individualized academic and behavioral support. We will discuss the three tiers and interventions included in each in more detail throughout this presentation. The “Needs driven” decision-making in MTSS seeks to ensure that educational resources reach the appropriate students (and schools) at the appropriate levels to ensure all students are successful in school. Thinking broadly, MTSS is a proactive, data-driven, problem solving process to identify and address school-wide needs.

Slide 7

**Narrative:** Within a given MTSS, each of the three tiers we discussed on the previous slide are driven by data, systems and practices to reach desired OUTCOMES. Outcomes are at the top of this figure, and we cannot lose sight of the fact that schools are in business to support academic achievement, and to provide our students the social and academic skills that they need to be successful in our society.

Under outcomes, we see three interconnected circles that include data, systems, and practices. These three elements are the bread and butter of successful MTSS. Let’s start with data.

Data is your friend. Schools must see value in using data to make decisions, and commit to doing so. We need to know whether or not what we are doing is making a difference, and if it’s not, stop doing it and find another strategy. Ongoing data collection and use of outcome data, such as academic achievement data and behavior data, are key to a strong MTSS.

Next is Systems and processes - To make this work we have SYSTEMS that will support behavior, and here we are talking more about staff behavior and what we do to support staff to implement the practices. Such systems include establishing an effective team with regularly scheduled meetings and an evaluation plan to assess academic and behavioral progress and make decisions based on data. We will talk more about systems specifically to support positive behavior later in the presentation.

Finally, the PRACTICES, and specifically research validated practices, are what are in place to support student academic achievement and behavior, such as the direct teaching of academic content or behavioral expectations. Don’t worry, we’ll talk more about behavior support practices soon.

Slide 8

**Narrative**: Now that we know more about what MTSS is, let’s look at how PBS serves as an MTSS and fits into that framework.

Slide 9

**Narrative:** This definition of MTSS and elements of MTSS should remind you of your positive behavior support practices. Effective PBS programs have a leadership team and tiered continuum of evidence-based practices. They implement practices and interventions with fidelity, make decisions based on data, use universal screening, and participate in continuous progress monitoring. This illustration serves to make the connection that PBS serves as an MTSS.

Slide 10

**Narrative:** So, we have discussed how PBS serves as an MTSS, but why should you use PBS as your MTSS framework? Numerous research studies support the positive outcomes of utilizing School-wide PBS as your MTSS framework, with outcomes including: reduction of problem behavior, discipline referrals, and suspensions; increase in math and reading scores, and improvements in overall school climate. These positive outcomes show why the Delaware PBS Project uses this approach.

Slide 11

**Narrative:** When thinking about the system in your school, you do not necessarily have to call it PBS or MTSS. Select a name for your program and team that fits your school context and resonates with the staff and school community. If school climate or social emotional learning are buzz words in your school and community, you can call your system either of those while implementing the framework and components of PBS as an MTSS.

Let’s be real about this. There are schools that have bad feelings about PBS and staff that are resistant to implementing PBS practices. The reality is likely that PBS was trickled down to an ineffective token economy, and the important message that PBS is a data-based, problem solving framework focused on preventing problem behaviors while supporting social and emotional growth was LOST.

So don’t call it PBS, but DO implement MTSS to meet desired outcomes through use of data, systems, and practices.

Slide 12

**Narrative:** We saw the circles diagram on the left when talking about MTSS, and it is no surprise that the three elements that comprise MTSS are the same three that encompass PBS. Again, those three components are Systems, Data, and Practices with an overarching aim to reach desired outcomes.

PBS **Systems & processes** involve those that support staff behavior, such as the establishment of an effective team with regularly scheduled meetings, an evaluation strategy, funding, 3-5 positively stated behavioral expectations, a system to directly teach those behaviors and teach what they look like in the different settings, systems such as tangible acknowledgments for successful completion of the tasks, and coaching. A major key to effective PBS systems and processes is team-based problem solving, data-based decision making, and long-term sustainability.

Effective PBS programs also use **Data** to support decision making. That is why ongoing data collection and use is a key aspect of PBS. Data such as office discipline referrals broken down by number per day, location, time, and infraction and suspension and expulsion rates can be used to inform decision making about changes that may need to be made to the PBS program and school practices.

Finally, as in MTSS, PBS uses **research validated practices** to support student behavior. Such practices include direct instruction, social skills instruction, and functional behavior assessment.

In thinking about the three components of systems, data, and practices, it becomes clear that a main focus of PBS is to first change adult behavior, which will result in subsequent improvement in student behavior.

Slide 13

**Narrative:** Presented here is how the Delaware PBS project conceptualizes the framework, an MTSS, for student success. Notice that the behavioral side of the triangle aligns closely with the academic side, which is one reason why PBS is successful for many schools. It builds on the existing academic supports by adopting that same framework for behavior. Behavior support interventions for each tier of support are shown on this slide. On the next few slides, we’ll break down each tier of PBS in more detail.

Slide 14

**Narrative:** The universal, or school-wide level of PBS, and MTSS, is referred to as Tier 1. School-wide practices impact ALL staff, such as teachers, specialists, paraprofessionals, custodians, bus drivers, etc, ALL students, and ALL families. Systems and practices proactively used at the Tier 1 level include those that are implemented throughout the whole school, every day, with the whole school community. This slide presents key aspects of school-wide PBS at the Tier 1 level. These elements should serve as the foundation of your PBS program.

Slide 15

**Narrative:** In contrast to the school-wide systems and practices implemented at Tier 1, Tier 2 is aimed at students that need a little more support in order to follow the day-to-day expectations. Tier 2 supports should be implemented *in addition* to what is being done at Tier 1. These supports and interventions can be inside or outside of the classroom, and should help to filter the students who need a little support from those who need to be specifically and intensively supported in order to be successful. The latter group would be better suited to receive Tier 3 supports, which will be described on the next slide. The key aspects of PBS at the Tier 2 level are presented on this slide. Remember, these supports do not stand alone and are implemented with what is already being done at Tier 1.

Slide 16

**Narrative:** The highest level of support in PBS and MTSS is Tier 3, which consists of individualized supports and interventions. Students who receive Tier 3 supports require more support than what is offered in Tiers 1 and 2 to be successful, and only about 5% of your school population should be included in this group. Tier 3 interventions are implemented in addition to what is being done at Tiers 1 and 2, so even though a student participates in individualized Tier 3 interventions, they still receive the universal Tier 1 and small group Tier 2 supports. Common examples of Tier 3 interventions include a Functional Behavior Assessment, or FBA, and a Behavior Support Plan, or BSP.

Slide 17

**Narrative:** Keep in mind that establishing MTSS or a PBS framework provides the structure that increases likelihood that specific practices/interventions, such Restorative Practices, Leader in Me, Second Step, will be implemented with fidelity. A school doesn’t become a “Leader in Me School” and not a “PBS School”. A school uses its PBS framework to be strategic in the choice of selecting the Leader in Me curriculum based on data, establish system to provide training to staff and monitor progress, and implement curriculum and expected practices with fidelity. Again, together data, systems and practices are at work to lead to desired outcomes.

Slide 18

**Narrative:** Additionally, integrating trauma-informed practices within an existing MTSS/PBS can provide schools with additional opportunities to further support students, staff, and families in meaningful ways. Trauma-informed practices bring these additional attributes to PBS schools such as the incorporation of mindfulness in schools and the promotion of resilience among all community members.

When thinking about interventions at all three tiers, it is important to consider how your school’s interventions are consistent, inclusive, culturally relevant and responsive, and focus on building positive relationships.

Slide 19

**Narrative:** It is important to keep in mind that just like MTSS for academics, practices within an MTSS for behavior like PBS are proactive, data-driven, and utilize a problem-solving process. Also, the three tiers are fluid, and students can transition back and forth between the tiers. Each tier can also vary in the intensity of supports it provides.

Slide 20

**Narrative:** For more information about MTSS and PBS, refer to the resources presented on this slide. One notable resource is the PBIS website, which provides an abundance of webinars, resources, and tools about MTSS and the three tiers of support. The Delaware PBS website also provides numerous MTSS resources, as well as the forms and tools for use at Tiers 1, 2, and 3.

Thank you for your participation in this module. We hope that you found this information helpful and easy to understand.