

TIER 1 MTSS FAQ: CORE SOCIAL, EMOTIONAL, BEHAVIORAL PRACTICES



ESTABLISHING SCHOOL-WIDE EXPECTATIONS

How do you define Tier 1 MTSS-SEB?

A multi-tiered system of support (MTSS) is a framework designed to meet the needs of the whole child through an integrated, multilevel prevention system that optimizes team-based leadership, data-driven decision making, and effective interventions to meet the academic and nonacademic (e.g., social and emotional and behavior or SEB) needs of all students. As the foundation, Tier 1 systems, data, and practices strive to support everyone (students, staff, community) across all school settings. Tier 1 MTSS in the SEB domains, is a positive and preventative tier of support with a focus on active promotion of prosocial behavior skills for all students rather than relying only on punitive responses to contextually inappropriate behaviors.

This resource focuses on supporting establishing Tier 1 (school-wide) expectations.

What are school-wide SEB expectations?

Expectations are...

- A tier 1 universal practice that every school should develop to help create a safe and supportive school climate for all students to learn and thrive
- 3-5 social, emotional, and behavioral norms that are:
 - Positively stated
 - Easy to remember
 - Developmentally appropriate
 - Reflective of the school's values
 - Culturally responsive
 - Reflect core life skills
 - Rooted in data (stakeholder feedback, school climate survey, discipline data, strategic plan, etc)
 - Taught to all students
- Used to define success for all students and are applicable in all settings

Examples: We are Responsible, We are Respectful, We are Safe, We are Cooperative, We are Kind

Why develop school-wide SEB expectations?

- Creates the Tier 1 "Curriculum" that will guide the teaching of expected behaviors across settings & programs
- Establishes common, unifying language for staff, students and families
- Supports social behavioral curriculum design; supports alignment of varying initiatives

- Promotes uniform instruction across multiple settings within the school (and outside)
- Provides reassurance and predictability
- Aligns with evidence-based strategies that result in positive student outcomes. Schools with clear expectations, fair rules, and positive consequences experience (Bear & Soltys, 2020) have:
 - Students feeling safer at school
 - Greater prosocial student behavior
 - More positive teacher-student relationships
 - Greater student engagement and academic achievement
 - Fewer behavior problems and disruptive behaviors
 - Fewer office disciplinary referrals, school suspensions, and expulsions
 - Less bullying and school violence
 - Less student delinquency and victimization
 - Fewer students bringing weapons to school

Who should develop school-wide SEB expectations?

- Gather input from teachers, administrators, social, emotional, behavioral, physical and mental health experts, equity leads, families, students, community, and more
- Including the voices of a variety of individuals contributes to expectations reflecting school and community values and culture, including students.
- When able, utilize existing teams (i.e. Tier 1 team)
- The same expectations should be used school-wide, but individuals (i.e. different classroom teachers, nurse, counselor, related arts teachers, etc) can develop definitions of what those expectations look and sound like to adapt to fit specific environments and unique needs of that space or scenario

When should school-wide SEB expectations be established? Revised?

- Establish or revise expectations with a team ideally over the summer in order to have a thoughtfully laid out plan to teach throughout the year
- Revise expectations when shifts occur in values or culture and they no longer are representative.
- Ground in a variety of feedback and input.
 - Consider using [Enhancing Equity in School Discipline: Expectations and Matrix Examination Activity](#)

Where should school-wide SEB expectations be used?

- Embed expectations into a teaching matrix (see Positive Behavioral Expectations 201: Creating and Implementing a Teaching Matrix)
- Use in the classroom, during assemblies, newsletters, announcements, etc.

How should school-wide SEB expectations be implemented and sustained?

- Expectations must be actively taught in order for students to know them.
- The team should decide how students will learn expected academic and social behaviors across various school settings, while prioritizing the use of the teaching matrix tool to operationalize.

Resources For More Learning Opportunities

Delaware-Focused Resources:

- [DDOE MTSS Implementation & Resources](#) - Provides an overview on Delaware's MTSS, professional learning, and implementation tools.
- [DE-PBIS | Tier 1 Resources](#) - Provides school-wide Tier 1 professional learning resources and tools.
- [DE-PBS Setting Expectations and Developing the Matrix \(Tier 1 Training Excerpt\)](#) - Outlines how to establish school-wide and classroom expectations and rules.
- [DE-PBS Expectations and Matrix Tier 1 PD Handouts](#) - Handouts to assist in developing school-wide Tier 1 expectations and teaching matrices.

Nationally-Developed Resources:

- [Center on PBIS | Tier 1](#) - Provides general MTSS -Tier 1 information on data, systems, and practices focused on SEB
- [Center on PBIS | Classroom PBIS](#) - Provides information on practices, data, and systems tailored to support classroom outcomes.
- [PBIS.org Creating a Classroom Teaching Matrix](#) - This brief provides guidance for creating and using a classroom teaching matrix to explicitly identify, define, and teach (a) predictable classroom routines, (b) positive classroom expectations, and (c) critical social, emotional, and behavioral (SEB) skills.
- [Positive Classroom Behavioral Support Snapshot: Classroom Teaching Matrix \(Norms and Procedures\)](#) - Provides guidelines, norms, and procedures for developing a classroom teaching matrix.