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

DEFINING SCHOOL-WIDE EXPECTATIONS

What is MTSS-SEB Tier 1?

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 and data-driven decision making to meet the academic and nonacademic (e.g., behavioral, social and emotional) 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 social, emotional, and behavioral (SEB) domains, is positive and preventative in nature with a focus on active promotion of prosocial behavior skills rather than relying only on punitive responses to contextually inappropriate behaviors.

This resource focuses on <u>defining</u> school-wide expectations.

<u>What</u> is a Teaching Matrix?

- A tool to define and teach what each expectation looks/sounds like in each educational space/area/routine (i.e. cafeteria, classroom, bathroom, bus, etc.)
- The teaching matrix is foundation for:
  - TEACHING social and emotional skills
  - ACKNOWLEDGING/REINFORCING skills
  - PRE-CORRECTING for desired behaviors, and
  - CORRECTING behavioral missteps through re-teaching.
- Expectations are positive and specific in order to:
  - Describe what TO DO, not what not to do (avoid words like "no" and "don't")
- Describe active, observable, and measurable behaviors
- SEL/self-care/mental health should be embedded throughout
- Student-friendly language is used and examples are memorable
- Examples are small in number (2 – 5 examples per box)
- See Teaching Matrix Template to get started
- See Examples to get inspired: Elementary and Secondary

Why develop a Teaching Matrix?

- Defines the expected behaviors for specific settings: hallways, classrooms, gym, cafeteria, bus loading, bathrooms, assemblies, etc.
  - State definitions positively
  - Use a few common words
  - Show what the behavior "looks like" and "sounds like"
- Creates the Tier 1 "Curriculum" that will guide the teaching of expected behaviors across settings & programs
- Enhances communication among staff, students and parents/community
- Helps foster a safe, positive, predictable environment for ALL

Who should develop a Teaching Matrix?

- As with expectation development, a matrix should include input from teachers, administrators, social, emotional, behavioral, physical and mental health experts, equity leads, families, students, community, and more
- Develop a school-wide matrix as a Tier 1 team, but individuals (i.e. different classroom teachers, specials teachers, etc) should develop their own Classroom Matrix with definitions of what the school-wide expectations look and sound like to adapt to fit specific environments and unique needs of that space or scenario
  - See resource: PBIS.org Creating a Classroom Teaching Matrix

When should a Teaching Matrix be developed and used? Revised?

- Develop your School-wide and Classroom Matrices before the beginning of the school year to kick off the year with a teaching plan.
- Many schools find a beginning of the year school-wide assembly to be helpful to establish a foundation of understanding for the School-wide matrix
- Classroom teachers should use their classroom matrix when establishing classroom procedures at the beginning of the school year.
- Ongoing: school-wide and classroom matrices should be revisited throughout the school year. Highlight one expectation or area to teach at different times and ground in data. For instance, if incidents on the bus increase, reground in your matrix as a foundational teaching tool.

How should a Teaching Matrix be used and sustained?

- School-wide and Classroom Matrices should be living, fluid documents. If being responsive to your data and needs of your school and community, then teams and schools need to be flexible and willing to revisit expectations and rules.
- Assemblies, lessons, newsletters, announcements, etc! With a well-established set of expectations and clearly defined matrix, embedding opportunities to teach should be simple and frequent.

What is considered when using classroom-level SEB matrices for all?

- What efforts are being taken schoolwide to ensure staff buy-in to create classroom rules related to school-wide behavior expectations and to create systems in their classrooms that are positive, preventative, and culturally responsive?
- How are teachers made aware of the benefits of classroom matrices and the teaching of them to help to ensure disciplinary equity and help neutralize implicit bias in discipline decisions?
- What efforts are being taken to include the perspectives of students in the creation and teaching of classroom matrices?
- In what ways do classroom matrices also promote student engagement in instruction to reduce the opportunity (achievement) gap?

Resources For More Learning Opportunities

Delaware-Focused Resources:
- DE-PBIS | Tier 1 Resources - Provides school-wide Tier 1 professional learning resources and tools.
- Setting Expectations and Developing the Matrix (DE-PBS Tier 1 Training Excerpt) - Training excerpt on establishing 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.
- Delaware MTSS Implementation & Resources - DDOE's MTSS web page including an overview on Delaware's MTSS, professional learning, and implementation tools.

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.