



## Tier 1 Effective Classroom Practices

1. Classroom Expectations
2. Classroom Procedures and Routines
3. Classroom Strategies to Encourage Expected Behavior
4. Classroom Strategies to Discourage Inappropriate Behavior
5. Active Supervision
6. Frequent Opportunities to Respond
7. Activity Sequencing and Offering Choice
8. Monitoring Task Difficulty



## Essential Features of MTSS-B at the School Level

- Led by school teams, including the building administrator.
- Universal Interventions (Tier 1) Behavior Expectations are prioritized and used school wide in all classrooms and school environments (cafeteria, gym, commons, hallways).
- Data-based decision making for the Targeted Group Interventions (Tier 2) for 5%-10% and Intensive Individual Interventions (Tier 3) 1%-5%.
- Procedures, routines and behavior expectations are taught, practiced, and reviewed continually through the use of descriptive feedback.
- Access to on-going district support, including a supervisor and training support.

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (531-299-9822). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming St, Omaha, NE 68131 (531-299-0307).

# MTSS-B

## Multi-Tiered Systems of Support for Behavior



## Student and Community Services





## MTSS-B We Believe...

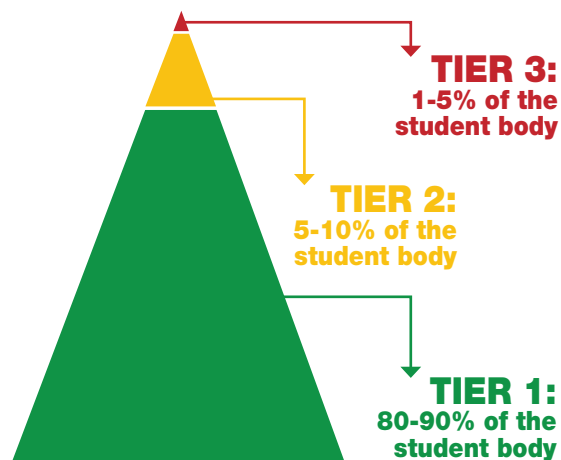
- We cannot “make” students learn or behave.

### But

- We CAN create environments to increase the likelihood students learn and behave.
- We CAN create environments that increase the likelihood of positive behaviors occurring.
- These environments are guided by a set of standardized practices implemented with consistency and fidelity.



## Tiered MTSS-B Support for Student Success



### **TIER 1:** Universal Interventions

Universal Interventions for all students and all settings. It is preventive and proactive.

### **TIER 2:** Targeted Group Interventions

Targeted Group Interventions for At Risk Students. It consists of high efficiency, rapid response interventions

### **TIER 3:** Intensive Individual Interventions

Intense Interventions for Individual Students. It consists of intense, durable, assessment-based interventions.

## With consistent implementation, MTSS-B

- Improves the school climate
- Reduces aggressive behavior
- Reduces major disciplinary infractions such as suspensions
- Improves concentration, pro-social behavior, and emotional regulation
- Improves academic achievement
- Enhances the perception of organizational health and safety
- Reduces teacher reports of bullying behavior and peer rejection

## MTSS-B Framework Components:

- A problem solving framework for behavior in each school.
- A systematic standardized implementation of evidence-based practices at all schools.
- A framework with standardized practices that has tiers of increasingly intensive environmental supports to increase the likelihood students are academically, emotionally, behaviorally and socially successful.



## Behavior Dashboard

One way a school measures its progress in terms of implementation is by studying discipline data that is recorded on the District's Behavior Dashboard. School MTSS-B teams study behavioral data and make plans to intervene to improve student behavior proactively.