



AMERICAN YOUTH ACADEMY



# American Youth Academy Intervention Strategies For Behavior and Social- Emotional Learning





# MTSS Summary Guidance

## What is MTSS?

MTSS help schools to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of supports. This helps educators to respond appropriately and provide students with the assistance they need to prosper in the classroom.

## Defining MTSS:

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and PBIS.

As part of the Individuals with Disabilities Education Act (IDEA) updated by Congress in 2004, the Response to Intervention model of assessment originally sought to identify students who would benefit from more intensive supports. From the beginning, as a tool to help improve educational outcomes for students in special education, MTSS has grown to encompass all students at every level.

## Key Components:

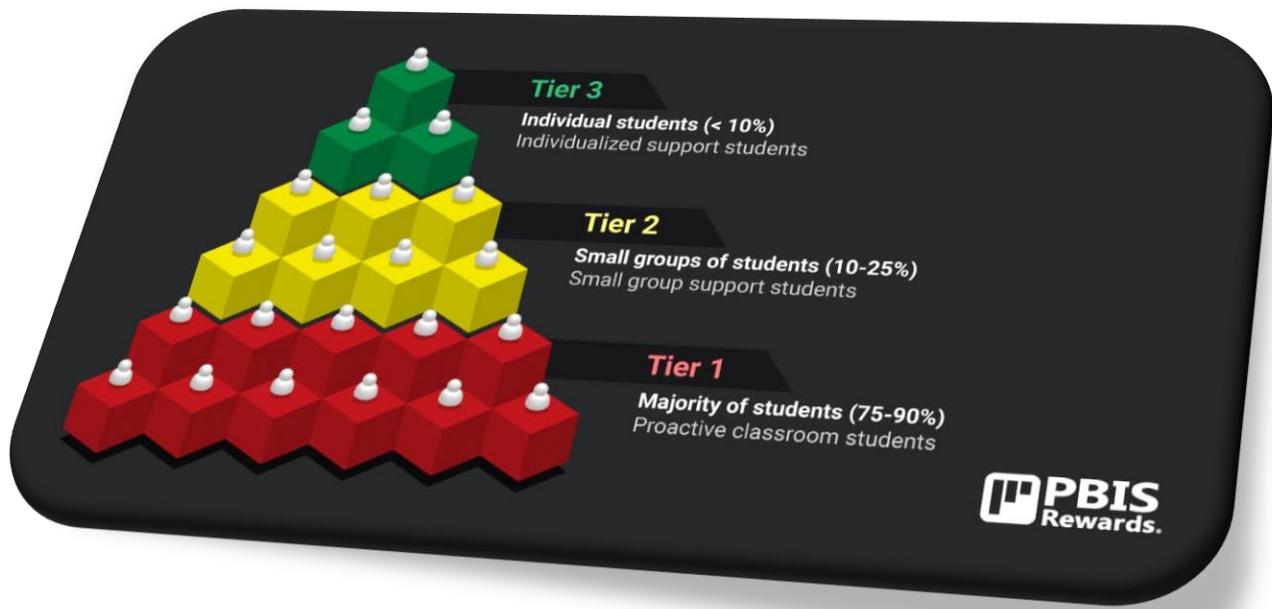
Instead of the “waiting for failure” MTSS takes a proactive approach to identifying students with academic or behavioral needs. Early assessment and intervention for these students can help them catch up with their peers sooner. The key components of MTSS include:

- Universal screening of all students early in the school year
- Tiers of interventions that can be amplified in response to levels of need
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports
- Parent involvement



## Three Tiers of Support

MTSS provides a method of early identification and intervention that can help struggling students to catch up with their peers. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:



### Tier 1 – Universal or primary – Majority of students (80-90%)

As the largest tier, and the foundation for the entire framework, Tier 1 encompasses the entire school with core instructions and basic interventions. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.



## Tier 2 – Secondary – Small groups of students (10-25%)

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check in Check out interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers.

## Tier 3 – Tertiary – Individual students (< 10%)

A subset of students has significant challenges that do not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists.

## Employing the MTSS Framework

Schools using MTSS seek successful educational and behavioral outcomes for all students, regardless of challenges. This may involve significant interventions for a segment of the student population, with the goal of moving these individuals into reduced interventions as they progress. The flexibility of this framework allows students to move from tier to tier as needed, without prescribed timelines. The elements of MTSS include:

1. Multiple tiers of instruction, intervention, and support
  - Includes learning standards and behavioral expectations
  - Increasing levels of intensity
2. Problem-solving process
  - Collaborative and team-based decision making to determine which students need interventions
3. Data evaluation
  - Interpretation of data to determine student progress and action steps
4. Communication and collaboration
  - Teamwork focused on building relationships and using data to improve those relationships
5. Capacity building infrastructure
  - Professional development and coaching along with written plans
6. Leadership
  - Active involvement and administration of practices



## School Climate and MTSS

MTSS creates a positive environment for all students which in turn impacts school climate. Positive school climate is the leading indicator for such outcomes as increased academic achievement, increased teacher retention, and reduced discipline referrals.

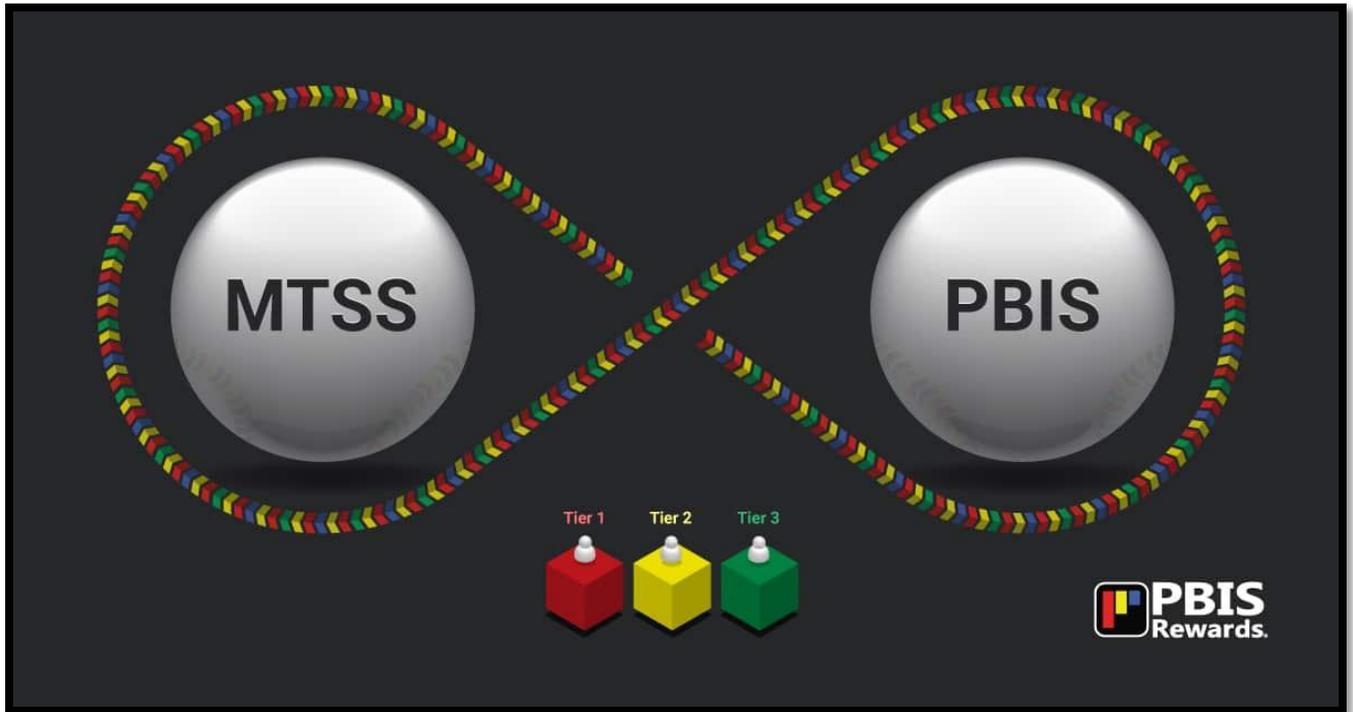
The interventions and supports found in MTSS help in relationship building, which is a key factor in student success. Additionally, a supportive school environment allows each student to work through their challenges and catch up with their peers. Defined tiers of intervention for both academic and behavioral challenges enable educators to address student needs, both as a group and individually.

It's important to note that MTSS tiers may look quite different from school to school. MTSS focuses on the overall needs of individual students, and what may be a Tier 2 intervention in one school might be a Tier 1 in another. It is up to each school to develop an MTSS framework that addresses challenges specific to that school community.

## PBIS as a Part of MTSS

As part of an MTSS framework, PBIS can help educators build a positive school culture and address behavioral challenges in a positive way. These interventions, when paired with the academic assistance found in RtI, can help students to improve in all areas. The tiered structure of a PBIS initiative helps educators to provide students with the help they need to develop the behavioral skills necessary for success. This social-emotional learning coincides with academics, and each can help strengthen the other.

Schoolwide expectations, tiered systems of supports, and consistent data analysis are all hallmarks of PBIS. These factors are critical to the success of MTSS, as well. Employing the MTSS framework helps to focus educators and students alike on positive interactions, creating a school climate focused on student success.



## Intervention Strategies

### Intervention Strategies K-12

#### 2X10 RELATIONSHIP BUILDING

Spend two minutes for 10 consecutive school days developing a positive relationship with a student. Provide positive attention through encouragement and recognition of the student's strengths and interests.

Tier: 2  
Grades: PK-12  
Best for Improving: Behavior, SEL



## 1. Greet Students

Greet students intentionally at the door using protocols such as “Eye to Eye” and “Name to Name.”

Tier: 2

Grades: PK-12

Best for Improving: Behavior, SEL

## 2. Breathing Exercise

A simple activity for children to help introduce them to mindful breathing. This mindful breathing exercise calms the mind, relaxes the body, and increases student engagement. [Learn more.](#)

Tier: 1, 2

Grades: PK-5

Best for Improving: SEL

## 3. Check in & Check Out (CICO)

At the beginning of each day, meet with the student to review the goals you’ve set together. Confirm the specific goal for that day and offer an incentive for the student to reach the goal. Observe the student and provide feedback throughout the day. Then, at the end of the day, talk about whether they were able to meet the goal.

Tier: 2, 3

Grades: K-12

Best for Improving: Behavior

## 4. EMOTION MENU

Use a visual aid, such as a poster, to teach students how to identify their feelings and emotions. Ask students to point to how they’re feeling and provide strategies to help them manage their emotions.

Tier: 2

Grades: PK-5

Best for Improving: SEL



## 5. LUNCH BUNCH

Bring together a group of students to meet with the school counselor or social worker during lunchtime with a specific goal in mind. For example, a lunch bunch may be focused on developing a specific SEL skill or on teaching conflict resolution skills.

Tier: 2, 3

Grades: K-12

Best for Improving: Behavior, SEL

## 6. PEER MENTORING

Peer mentoring is a structured relationship in which a more experienced or knowledgeable peer helps to guide a less experienced or knowledgeable peer. Models can be the same grade or mixed age; one-on-one, or small group.

Tier: 1, 2

Grades: 4-12

Best for Improving: SEL, Behavior

## 7. RAPID POSITIVE REINFORCEMENT

When the student displays a positive, agreed-upon behavior, immediately deliver positive reinforcement such as praise or a reward. This can increase the likelihood that the behavior will be repeated in the future.

Tier: 2, 3

Grades: PK-8

Best for Improving: Behavior

## 8. BEHAVIOR IMPROVEMENT PLAN

A Behavior Intervention Plan (BIP) is a written plan that teaches and rewards a desired behavior and decreases the frequency of an unexpected or maladaptive behavior. Focus on understanding why the behavior occurred, teach the student alternative ways to behave in the situation at hand, and reward the student when improvements are made.



Tier: 3  
Grades: PK-12  
Best for Improving: Behavior

### 9. Homework Club

To improve academic performance by setting aside time for students to finish homework assignments or make up missed work in a controlled environment.

Tier 1,2,3  
Grade: K-12  
Best for improving: Academics

### 10. PBIS

It establishes a social culture, and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough support student, family, and community needs.

Tier 1,2,3  
Grade: K-12  
Best for improving: Academics, Behavior



# Behavioral Intervention Plan

<b>Student Information:</b>	<b>Name:</b>	<b>Date:</b>
	<b>School:</b>	<b>Grade:</b>
<b>BIP Report By:</b>		
<b>Problem Behavior:</b> <i>Inappropriate behavior(s)</i>		
<b>Replacement Behavior:</b> <i>What is expected of the student?</i>		
<b>Method of Teaching</b>	◇ direct instruction, by: _____ ◇ social skills training, by: _____	
<b>Replacement Behavior</b>	◇ anger management, by: _____ ◇ providing cues, by: _____	

**and By Whom:**  
*How will we teach the desired behavior and who will teach it?*

- ◇ role playing, by: \_\_\_\_\_ ◇ modeling, by: \_\_\_\_\_
- ◇ behavior contract, by: \_\_\_\_\_ ◇ stress management, by: \_\_\_\_\_
- ◇ decision-making lesson, by: \_\_\_\_\_ ◇ use of mentor(s), by: \_\_\_\_\_
- ◇ other \_\_\_\_\_, by: \_\_\_\_\_

**Accommodations, Interventions, and Who's Responsible for Them:**

*What help will we give the student to help him/her succeed?*

*It is VERY important that these accommodations and/or recommendations be followed consistently by teacher(s), aides, and school staff.*

**Accommodations to assist the student in displaying the replacement behavior:**

- ◇ clear, concise directions
- ◇ frequent reminders/prompts
- ◇ frequent breaks/vary activities
- ◇ teacher/staff proximity
- ◇ reprimand the student privately
- ◇ modify assignments
- ◇ review rules & expectations
- ◇ provide alternate recess
- ◇ provide cooling off period
- ◇ communicate regularly with parents
- ◇ supervise free time
- ◇ avoid strong criticism
- ◇ predictable, routine schedule
- ◇ specified study area
- ◇ preferential seating
- ◇ avoid power struggles
- ◇ specifically define limits
- ◇ avoid physical contact
- ◇ provide highly structured setting
- ◇ other \_\_\_\_\_

<b>Interventions &amp; Who's Responsible for Them</b>	
<b>Method of <i>Measuring Progress</i>:</b> <i>How will we know if it's working or not?</i>	◇ direct observation      ◇ daily behavior sheet      ◇ weekly behavior sheet ◇ charting/graphing      ◇ self-monitoring      ◇ number of discipline referrals ◇ other: _____
<b>Length of behavior plan</b>	◇ one week      ◇ two weeks      ◇ other: _____
<b>Positive Consequences for <i>Appropriate Behavior</i>:</b> <i>What can the student earn?</i>	◇ verbal praise      ◇ immediate feedback      ◇ computer time ◇ earned privileges      ◇ earned tokens/points      ◇ positive call or note home ◇ tangible rewards      ◇ free time      ◇ positive visit to office ◇ other _____
<b>Negative Consequences for <i>Inappropriate Behavior</i>:</b> <i>What happens if student does not be- have?</i>	◇ loss of points/tokens      ◇ loss of privileges      ◇ time out ◇ phone call home      ◇ work detail      ◇ detention ◇ send to office      ◇ in-school suspension      ◇ out-of-school suspension ◇ escort to another area      ◇ other _____

