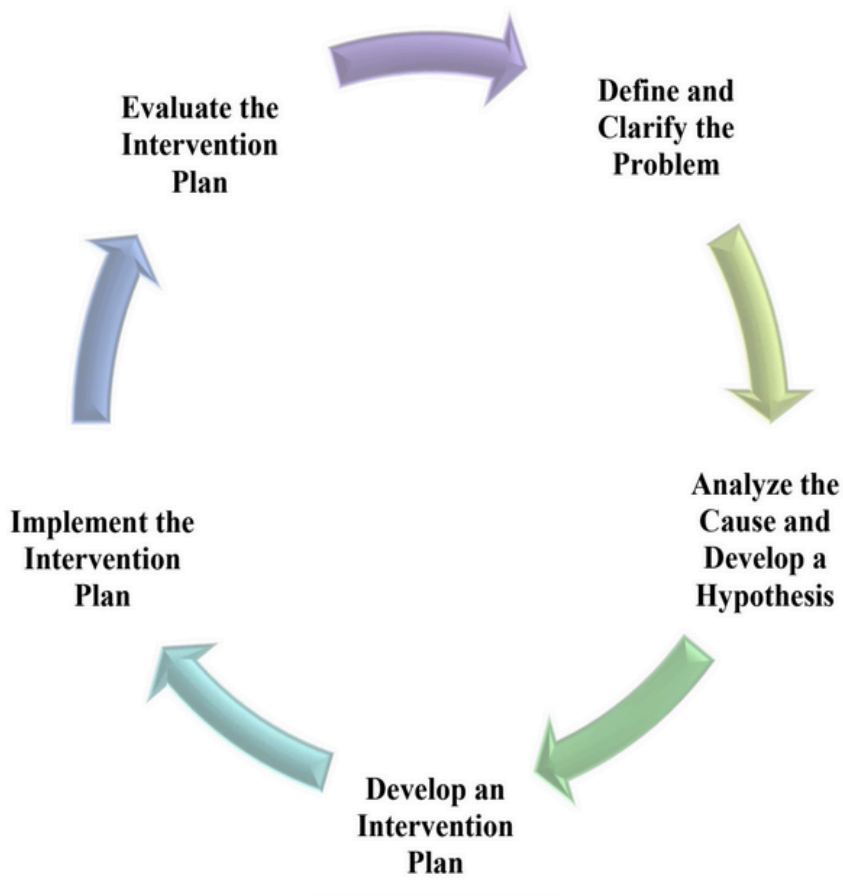


Psych Bytes

Improve core instruction (Tier 1) for ALL students first, develop "Powerful Interventions" second

Multi-Tiered Systems of Support

Systematic, data-driven approach to instruction that utilizes all resources within a collaborative manner to create a single, well-integrated system of instruction based on student data. The model focuses on the individual student and provides a framework for struggling students before educational or behavioral problems where special education seems the only viable option. Leadership is critical to the success of the model. To be effective, MTSS must harness and coordinate the full resources of the school community. Administrators and their leadership teams, in collaboration with all staff members, are responsible for the planning, implementation, and successful day to day use of the model. Monitoring how students respond to instruction and implementing the model, promotes shared responsibility for the learning of all students across all personnel and programs. Throughout the process decisions are based on a child's response to instruction and intervention.



Instructionally Effective Teachers

Provide explicit and systematic lessons

Determine instructional timelines and targets

Use research-based materials

Form flexible groups

Administer progress monitoring assessments

Create a high-quality environment with a variety of opportunities and materials

Provide opportunities to practice and apply concepts in a variety of contexts

Proactively engage students with social/emotional learning opportunities

Manage students activity and behavior

Utilize instructional resources effectively

Tier 1 100% of students

District approved curriculum delivered with fidelity
High Quality, universal instruction
School wide PBIS
Taught by the general education classroom teacher
Explicit, consistent, sequential, comprehensive instruction and use of behavioral practices
Research-based content and strategies
Monitor progress of all students
Differentiated instruction and classroom-based intervention
PLC data collection and evaluation of student progress
Universal Benchmark Screening 3 times yearly (K-8)
Benchmark Screening 3 times yearly (targeted students 9-12)

Tier II 10-15% of Students

Supplemental academic & behavioral intervention delivered with fidelity by specially trained staff and/or para
Research-based content and strategies
Small group instruction in addition to classroom instruction
Use of progress monitoring
Individual student problem solving begins after 4-6 consecutive data points below the line
Intervention 1
After 20 intervention sessions, if student growth is not progressing towards the goal direct back to the Building Data Review Team for additional problem-solving and direction.
Intervention 2
After 20 intervention sessions, if student growth is not progressing towards the goal direct back to the Building Data Review Team for additional problem-solving and direction.
70% of students receiving Tier 2 should attain/moving toward proficiency

Tier III 3-5% of Students

Intensive academic and behavioral intervention delivered with fidelity by specially trained staff and/or para
Research-based content and strategies
Significant increase in intensity, frequency, and duration of intervention (ex: 1:1; 30-60 minutes daily, etc.)
Intervention or behavior support in addition to classroom instruction
Use of progress monitoring
Problem Solving Team evaluates and problem solves after 20 (behavior) 30 (academic) intervention sessions.

Powerful Interventions cannot “make up” for poor core instruction

Anna Eckhoff-MTSS Consultant to NDE

anna@knowledgeplayground.org

210-818-9178 (cell phone)

**She is contact for district to get websites up and running with ALL resources/links schools. There's a grant through NDE that allows her to do this work at no cost for districts

**Contact her for templates districts can use to build out their resources (flow charts, forms, etc)

Claudine Kennicutt - Region 4 lead for MTSS in Nebraska (This includes ESU 7,9,10,11)

RESOURCES

Ravenna Public Schools MTSS process

Behavior matrix

<https://docs.google.com/document/d/1oIRc-KPM1hstmKu2ni1akob0mboDz9mwRbNYjSz3X1Y/edit>

Classroom Expectations

<https://docs.google.com/document/d/1ri0FCiGSPAtRmBi8-RnO0JdrPgTedJxBFiuOxloqHtw/edit>

Hallway/restroom Expectations

https://docs.google.com/document/d/1dE2VvYtSVu_hTNqEb6l85zRLXRdNvjYwJA2Z6iVl5xs/edit

Bus Expectations

<https://docs.google.com/document/d/1JmaLCgTbdFZaLTP44ZMOeG5F70Degz26MFhAqfhsKUQ/edit>

Lunchroom Expectations

<https://docs.google.com/document/d/1FrzbESdeMQ3izicBZmOq56uY2PX29weFaKbS58jE0TE/edit>

SAEBRS

<http://ebi.missouri.edu/wp-content/uploads/2014/03/SAEBRS-Teacher-Rating-Scale-3.3.14.pdf>

Connect with kids website

<https://ravenna.connectwithkids.com/welcome-to-the-parent-connection/>

Behavior log

https://docs.google.com/spreadsheets/d/1XNcpAll_U_DCPw4merlOxCx6qfPBEEKtL4KTIUuEGDs/edit#gid=1267671312

PowerPoint

https://docs.google.com/presentation/d/1OG8eQHeFmmLrvyAavbH3K_S3J-2yfgeEMHngf895Gts/edit#slide=id.g5a5bb683ff_0_110

Millard Public Schools MTSS process

<https://sites.google.com/mpsomaha.org/millardmtss>

https://drive.google.com/file/d/1znDECPFLA8QwLOER3aDzuHO4It_YFRAT/view

Mental Health Technology Transfer Center Network (MHTTC)

<https://mhttcnetwork.org/>

National Instructional Materials Collaborative (Lists NE Reading and Math instructional materials)

<https://nematerialsmatter.org>

<https://casel.org/> (Information and resources on social emotional learning)

<https://achievethecore.org/coherence-map/> (Site that gives ready-to-use classroom resources that support standards-aligned instruction)

<http://nemtss.unl.edu/>

Books to check out:

- Why do English Learners Struggle with Reading? Distinguishing Language Acquisition from Learning Disabilities (2nd ed) by John Hoover, Leonard Baca, Janette Kettmann Klingner
- Supporting Behavior for School Success. A Step-by-Step Guide to Key Strategies by Kathleen Lynne Lane, Holly Mariah Menzies, Robin Parks Ennis, and Wendy Pela Oakes

Effective Instructional Strategies - lots of references to John Hattie's work

- Visible Learning - several books exploring this topic and lots of evidence-based strategies reviewed

Here's what to look forward to:
MENTAL HEALTH TOPICS

Please complete this survey to be entered in for a chance to win!!!! Copy and paste the link to enter.

https://docs.google.com/forms/d/e/1FAIpQLScXQkjsIUuUt3Hj7NaKai9FWv31Mo2Z6wQhFAEi7bbWPfKaGA/viewform?usp=pp_url

**PSYCH BYTES BROUGHT TO YOU BY...THE SCHOOL PSYCHOLOGISTS OF ESU 7:
ANN DUBAS, BRANDY ROSE, HALEY KUNZE, JACKIE TERNUS, JOLYNN KAHLANDT, APRIL BECKER**