Using a Multi-Tiered System of Support to Improve Student Outcomes
Please stand if the following statement applies to you:

I oversee student discipline for my district
Please stand if the following statement applies to you:

When I was a student, I got in trouble at least once
Please stand if the following statement applies to you:

I oversee student attendance for my district
Please stand if the following statement applies to you:

My district won a Model SARB award
Please stand if the following statement applies to you:

My district has an LCAP goal or priority around chronic absenteeism or suspensions.
Please stand if the following statement applies to you:

My district is involved in the CA MTSS training
CA MTSS
Collaborative Effort
Whole System Engagement
Whole System Engagement
THEORY OF ACTION

• Achievement gains for ALL students

• Whole system engagement

• Build on what is successful, uniquely good, and alive in our school

• Implementation of a framework consisting of five evidence-based domains and ten features
Multi-Tiered System of Support

Inclusive Academic Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership
- Strong & Engaged Site Leadership
  - Lead development of a vision
  - Attend instructional meetings and classes
  - Create a leadership team
  - Create opportunities to contribute
  - Use data to guide decisions
- Strong Educator Support System
  - Provide access to instructional coaching
  - Seek input from teachers
  - Make learning opportunities available to all
  - Use data
  - Conduct strengths-based evaluations

Integrated Educational Framework
- Fully Integrated Organizational Structure
  - Identify who has access
  - Use non-categorical language and practices
  - Use collaborative instruction among peers
  - Use paraeducators to support inclusive education
- Strong & Positive School Culture
  - Foster collaborative relationships
  - Create a shared vision
  - Identify ways for all staff to contribute
  - Ensure all students have access to extra-curricular activities
  - Demonstrate culturally responsive practices

Family & Community Engagement
- Trusting Family Partnerships
  - Engage with students and families
  - Obtain input and feedback
  - Provide engagement opportunities
  - Facilitate home-school communication
  - Provide information
- Trusting Community Partnerships
  - Engage with the community
  - Identify mutual interests and goals
  - Ensure reciprocity
  - Maintain an open door policy
  - Invite community members to serve

Inclusive Policy Structure & Practice
- Strong LEA / School Relationship
  - Develop a district-based team
  - Attend school-level meetings
  - Provide district-level professional learning
  - Identify and remove barriers
  - Regularly communicate outcomes
- LEA Policy Framework
  - Link multiple initiatives
  - Review data
  - Review and revise policy
  - Select research-based practices
  - Expand practices into other schools and Districts

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org
MTSS
All Students
One System
Continuum of Support
Short Term Outcomes

• Increased or improved services provided for low income pupils, foster youth, and English Learners (ELs)

• Strategies that effectively support student success in the least restrictive environment and foster greater inclusion

• Leveraged and coordinated multiple school and community resources

• Implemented multi-tiered, evidence-based, data-driven districtwide and schoolwide systems of academic and behavioral supports

• Outcomes 1-4 incorporated into LCAP
Decreases in:

- Suspension and expulsion rates
- Discipline referrals
- Referrals to special education
- Chronic absenteeism
- Incidents of bullying or harassment
- Dropout rates
- Risk factors

Long Term Outcomes
Long Term Outcomes

Increases/Improvements in:

- Pupil attendance
- Graduation rates
- Measures of student academic achievement
- School climate
- Average instructional minutes
- Average instructional time in integrated settings for students with IEPs, students’ social-emotional competence
- Protective factors
### LCAP and MTSS Alignment

<table>
<thead>
<tr>
<th>Conditions of Learning</th>
<th>Engagement</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Control Accountability Plan</strong></td>
<td><strong>Student achievement means improving outcomes for all students to ensure student success.</strong></td>
<td></td>
</tr>
<tr>
<td>The LCAP is a critical part of the new Local Control Funding Formula (LCFF). Each school district must engage parents, educators, employees and the community to establish these plans.</td>
<td>Students are provided with motivating programs, coursework and opportunities where they feel respected, included socially and emotionally and cared for both in and out of the classroom. Families, schools and communities work closely together to build a strong framework for student achievement.</td>
<td></td>
</tr>
<tr>
<td><strong>Multi-Tiered System of Support</strong></td>
<td>All students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with an inclusive learning environment.</td>
<td>All students are provided with a continuum of services that address their academic, behavioral, social-emotional, health and well-being needs.</td>
</tr>
<tr>
<td>An integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.</td>
<td>Families and community members are partners where they have options for meaningful involvement in students’ education and in the life of the school and the school responds to family interests and involvement in a culturally responsive manner.</td>
<td></td>
</tr>
</tbody>
</table>
What is CA MTSS?

California's Multi-Tiered System of Support (MTSS) is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.
What is CA MTSS?

MTSS offers the potential to create needed **systematic change** through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.
Universal Design for Learning (UDL)

**Multiple Means of Engagement**
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.

**Multiple Means of Representation**
Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.

**Multiple Means of Action/Expression**
Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).
As it pertains to your work:

- What is your understanding of a Multi-tiered System of Support?
- What is your district or county currently doing for students?
Teams
* School Level
* Grade/Department Level
* Teaching Teams

Few Students

Individualized Supports

Some Students

Supplemental Supports

Universal Supports

UDL  Differentiated  Integrated
Expanded Grade & Teaching Teams
- Specialists
- Parents
- Students

UDL | Differentiated | Integrated
---|---------------|-----------
Expanded Grade & Teaching Teams
- Specialists
- Parents & Students
- Community/Agencies Service Providers

Intensified Supports

Supplemental Supports

Universal Supports

UDL  Differentiated  Integrated
SUMS
Inclusive Academic Instruction
“A coordinated system of supports and services is crucial for ensuring appropriate and timely attention to students’ needs.”

“The foundational structures of MTSS include high-quality core instruction using UDL principles and appropriate supports, strategies, and accommodations.”

ELA/ELD Framework Ch. 9, p. 913
Universal Design for Learning (UDL)

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Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).
Inclusive Academic Instruction

Domains and Features

- Administrative Leadership
  - Strong and Engaged Site Leadership
  - Strong Educator Support System
  - Inclusive Academic Instruction
  - Inclusive Behavior Instruction

- Multi-tiered System of Support
  - Inclusive Academic Instruction

- Integrated Educational Framework
  - Fully Integrated Organizational Structure
  - Strong and Positive School Culture

- Family & Community Engagement
  - Trusting Family Partnerships
  - Trusting Community Partnerships

- Inclusive Policy Structure & Practice
  - Strong LEA/School Relationship
  - LEA Policy Framework
Practices
- Differentiated for ALL students
- Universal Design for Learning
- High Quality - Standards-Aligned
- CLRT
- Integrated and Designated ELD
- Explicit Behavior Expectations

Data
- Universal Screeners
- Diagnostic Assessments

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Practices
● Targeted Instruction
● In Addition to Universal Supports
● More Time - More Focused
● Intervention is Based on Need

Data
● Diagnostic Assessments
● Frequent Progress Monitoring

swiftschools.org
Practices
- Intensive Intervention
- Increase Frequency, Duration & Timeline
- Intervention Based on Need Data
- Daily Monitoring
<table>
<thead>
<tr>
<th>Area Identified for Support</th>
<th>Supplemental</th>
<th>Intensified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Explicit strategy instruction</td>
<td>Increase frequency or duration</td>
</tr>
<tr>
<td></td>
<td>Use of graphic organizers</td>
<td>Reduce group size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide immediate and corrective feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Break tasks into segments</td>
</tr>
</tbody>
</table>
SUMS
Inclusive Behavioral Instruction
Inclusive Behavior Instruction

Domains and Features

- Administrative Leadership
  - Strong and Engaged Site Leadership
  - Strong Educator Support System
- Multi-tiered System of Support
  - Inclusive Academic Instruction
  - Inclusive Behavior Instruction
- Integrated Educational Framework
  - Fully Integrated Organizational Structure
  - Strong and Positive School Culture
- Family & Community Engagement
  - Trusting Family Partnerships
  - Trusting Community Partnerships
- Inclusive Policy Structure & Practice
  - Strong LEA/School Relationship
  - LEA Policy Framework
Practices
- Schoolwide Matrices with Explicit Instructions
- Second Step

Data - School Aggregate
- ODR’s
- Student Risk Screening Scale
- School Attendance
- Fidelity Data - FIA, TFI, and annual SET
<table>
<thead>
<tr>
<th></th>
<th>Classroom</th>
<th>Lunchroom</th>
<th>Hallways</th>
<th>Events</th>
<th>Arrival and Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsible</strong></td>
<td>Be on time</td>
<td>Bring ID card</td>
<td>Manage time wisely</td>
<td>Follow rules</td>
<td>Follow rules and expectations when arriving and leaving school</td>
</tr>
<tr>
<td>Citizen</td>
<td>Be prepared</td>
<td>Clear table and area</td>
<td>Carry planner or signed pass at all times</td>
<td>Represent Trailridge positively</td>
<td>Clear the campus by 3:50</td>
</tr>
<tr>
<td></td>
<td>Be an active learner</td>
<td>Place all items in correct locations</td>
<td>Keep hallway and locker clean</td>
<td></td>
<td>Have ID ready</td>
</tr>
<tr>
<td><strong>On Task</strong></td>
<td>Do your best work</td>
<td>Take care of needs</td>
<td>Get it and go</td>
<td>Be attentive</td>
<td>Have signed hall pass ready when working with a teacher</td>
</tr>
<tr>
<td></td>
<td>Follow directions</td>
<td>Remain in original seat, unless returning your tray</td>
<td>Be mindful of classroom learning</td>
<td>Stay seated</td>
<td>Promptly gather materials at the end of the day</td>
</tr>
<tr>
<td><strong>Act Safely</strong></td>
<td>Follow classroom rules and expectations</td>
<td>Follow lunch expectations</td>
<td>Walk on right side</td>
<td>Enter and exit in an orderly manner</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Follow emergency procedures</td>
<td>Clean up or report spills to supervisor</td>
<td>Use assigned locker</td>
<td>Cooperate with security and staff during emergencies and drills</td>
<td>Use crosswalks</td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td>Be considerate of others and their learning</td>
<td>Speak politely to staff and peers</td>
<td>Use conversation voice level</td>
<td>Show appreciation</td>
<td>Speak appropriately to drivers, staff and peers</td>
</tr>
<tr>
<td>to self and others</td>
<td>Respect others’ space and belongings</td>
<td>Use conversational voice level</td>
<td>Respect others’ space and property</td>
<td>Demonstrate positive school spirit</td>
<td>Respect others’ space and property</td>
</tr>
<tr>
<td></td>
<td>Communicate in formal language</td>
<td>Maintain clean restrooms</td>
<td>Use school appropriate language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Second Step - Middle School

• Communications:
  Empathy, Communication and bullying prevention

• PE:
  Emotion management & problem solving

• Science:
  Substance abuse prevention
Data - Individual Student

- Office Discipline Referrals
- Student Risk Screening Scale
- School Attendance
- Progress monitoring
- Curriculum embedded
- FBA - Lite

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UDL | Differentiated | Integrated
Interventions Organized by Area Addressed

- Expectation or lesson reteach
- Check-in Check-Out
- Small group practice
- First Step to Success
- Study Skills/Organization

Options:
- UDL
- Differentiated
- Integrated
<table>
<thead>
<tr>
<th>Tools</th>
<th>Who Administers</th>
</tr>
</thead>
</table>
| - Strengths & Difficulties Questionnaire (internalizing & externalizing behaviors)  
- EWS Profile | All 1st period teachers; school psychologist coordinates day of screening, scoring and dissemination  
SITTeam Data Manager |

<table>
<thead>
<tr>
<th>Supplemental Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>...to meet benchmark</td>
</tr>
<tr>
<td>...when exceeding benchmark</td>
</tr>
</tbody>
</table>

Decision Rules:
If S & D > 4  
OR Office Discipline > 3 ODRs  
OR missing 10% or more of instructional time  
then consider function of behavior and best match from interventions listed below
## Intervention and Support

<table>
<thead>
<tr>
<th>Area identified for support</th>
<th>Supplemental Support</th>
<th>When Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internalizing behaviors</td>
<td><em>Check-in Check-out with internalizing focus</em></td>
<td>Daily</td>
</tr>
<tr>
<td></td>
<td><em>School-based Facilitated Support Groups</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Social skills small group</em></td>
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<tr>
<td>Externalizing behaviors</td>
<td><em>Check-in Check-out with externalizing focus</em></td>
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<td></td>
<td><em>Social skills small group</em></td>
<td></td>
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<tr>
<td>Self Awareness</td>
<td><em>School-based Facilitated Support Groups</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Social skills small group</em></td>
<td></td>
</tr>
<tr>
<td>Self Management</td>
<td><em>School-based Facilitated Support Groups</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Executive Functioning Group</em></td>
<td></td>
</tr>
</tbody>
</table>
Practices
- Individual Student Planning addressing Universal and Supplemental Supports

Data - School Aggregate
- Data previously mentioned
- Functional Behavioral Assessment
- Curriculum-Based Evaluation

Intensified Supports

Supplemental Supports

Universal Supports

Some Students

All Students
**Identified Needs: Following directions and self regulation**

<table>
<thead>
<tr>
<th>Universal Support: Conscious Discipline Skills</th>
<th>Supplemental Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Visual prompts &amp; reminders</td>
<td>✓ Small group “mini” lessons focused on following directions</td>
</tr>
<tr>
<td>✓ Practice &amp; positive feedback</td>
<td>✓ Sophie books, dialogically read</td>
</tr>
<tr>
<td>✓ Routines &amp; Rituals</td>
<td></td>
</tr>
</tbody>
</table>
Progress Monitoring Data from Intervention Group

**Target = 5**

- Started Intervention
- Intensified Intervention

Data points:
- March Wk 1: 0
- March Wk 3: 1
- April Wk 1: 1
- April Wk 3: 1
- May Wk 1: 1
<table>
<thead>
<tr>
<th>Area identified for support</th>
<th>Who Administers</th>
<th>When Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Multiple CICO Facilitators; 1 CICO Coordinator supports intervention overall</td>
<td>Daily</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area identified for support</th>
<th>Supplemental Support</th>
<th>Intensified Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>...to meet benchmark</td>
<td>options to consider</td>
</tr>
<tr>
<td></td>
<td>...when exceeding benchmark</td>
<td></td>
</tr>
<tr>
<td>Internalizing behaviors</td>
<td>Check-in Check-out with internalizing focus</td>
<td>Increase intervention dosage or time (frequency or duration)</td>
</tr>
<tr>
<td></td>
<td>School-based Facilitated Support Groups</td>
<td>Change group size</td>
</tr>
<tr>
<td></td>
<td>Social skills small group</td>
<td>Provide immediate, positive corrective feedback</td>
</tr>
<tr>
<td>Externalizing behaviors</td>
<td>Check-in Check-out with externalizing focus</td>
<td>Increase opportunities to respond</td>
</tr>
<tr>
<td></td>
<td>School-based Facilitated Support Groups</td>
<td>Break tasks into segments with specific focus goals</td>
</tr>
<tr>
<td></td>
<td>Social skills small group</td>
<td>Increase self-monitoring</td>
</tr>
<tr>
<td>Self Awareness</td>
<td>School-based Facilitated Support Groups</td>
<td>Increase to generalize and integrate</td>
</tr>
<tr>
<td></td>
<td>Social skills small group</td>
<td></td>
</tr>
<tr>
<td>Self Management</td>
<td>School-based Facilitated Support Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Executive Functioning Group</td>
<td></td>
</tr>
</tbody>
</table>
MTSS Intervention Planning Tool

School/District: Happy Children ELC  Grade(s): Pre-K  Date: 05-01-18

Curricular Area: [ ] Literacy  [ ] Mathematics  [ ] Behavior/Social Emotional Learning

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Student &amp; Intervention</th>
<th>Intervention Provider</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-regulation</td>
<td>Joel R. will: 1) meet with the teacher or counselor (as back-up) for 10 minutes each day to:  a) 4 min - Play kinesthetic stop and go games to reinforce following directions (use visual timer with alarm) Provide sticker each time he stops within 5 seconds of being asked to stop.  b) 3 min – Practice deep breathing exercises and relaxation techniques including practicing Conscious Discipline skills utilized as part of the Universal classroom management system, focusing on the Balloon and Drain because he said they are his favorite and he is more likely to use them.  c) 3 min – Provide positive feedback and review application of skills to remaining activities for the day.  2) Meet with the counselor for 10 min each day to select and read a Sophie book, discuss and role play about Sophie’s feelings and actions, and practice the techniques that she used to calm down. End session with a social story of the classroom schedule with attention to following directions and self-regulation.</td>
<td>BMH (teacher) MLS (counselor, as back up option)</td>
<td>10-10:10am During Centers</td>
<td>Pre-K, 4-year-old room</td>
</tr>
</tbody>
</table>

Student & Intervention

Joel R. will: 1) meet with the teacher or counselor (as back-up) for 10 minutes each day to:  a) 4 min - Play kinesthetic stop and go games to reinforce following directions (use visual timer with alarm) Provide sticker each time he stops within 5 seconds of being asked to stop.  b) 3 min – Practice deep breathing exercises and relaxation techniques including practicing Conscious Discipline skills utilized as part of the Universal classroom management system, focusing on the Balloon and Drain because he said they are his favorite and he is more likely to use them.  c) 3 min – Provide positive feedback and review application of skills to remaining activities for the day.  2) Meet with the counselor for 10 min each day to select and read a Sophie book, discuss and role play about Sophie’s feelings and actions, and practice the techniques that she used to calm down. End session with a social story of the classroom schedule with attention to following directions and self-regulation.
Sample of Resources from SWIFTSCHOOLS.ORG

SWIFT Guide

**Publications**
- A Framework for Safe and Successful Schools
- School Discipline Policy Considerations in a SWIFT Framework
- Supporting and Responding to Behavior
- Evidence-based Practices for Classroom and Behavior Management: Tier 2 and Tier 3 Strategies
- Examples of Behavior Screeners

**Tools**
- MTSS Tiered Intervention Matrix Form
- School-wide PBIS Tiered Fidelity Inventory
- Functional Assessment Checklist for Teachers and Staff
- Functional Behavior Support Plan
- Questions to Consider when Selecting a Behavior Screening Tool or System
- Functional Behavior Assessment Checklist
- Behavior Summary Decision Guide
- Tier 2 Systems Readiness Guide
- Tools to Support Intensive Intervention Data Meetings
- Early Warning System Middle Grades Tool
- MTSS Starter Kit
Your Turn
Inclusive Social Emotional Learning
Social Emotional Learning
Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- understand and manage emotion
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions
Inclusive Social Emotional Learning

Vision for School-Wide SEL

Educators, students, families, and community members work together to support the healthy development of all students.

All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.

Students are contributing in positive ways to their school and community.
CA Social and Emotional Learning

5 Guiding Principles

1. Adopt Whole Child Development as the Goal of Education
   Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

2. Commit to Equity
   All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

3. Build Capacity
   Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

4. Partner with Families and Community
   Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

5. Learn and Improve
   Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

https://www.cde.ca.gov/eo/in/socalemotionallearning.asp
5 Domains of Competency

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

Homes and Communities
Schools
Classrooms
SEL Curriculum and Instruction
Schoolwide Practices and Policies
Family and Community Partnerships

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Practices
- Assemblies on SEL related topics
- School-wide Mindfulness practice
- Restorative Practice
- Student Wellness Centers
- Evidence based SEL Curriculum, e.g., Second Step
- Parent information Night on SEL related topic

Data
- California Healthy Kids Survey
- School Attendance
- Universal Screeners, e.g., CoVitality
Practices
- Group/Individual Counseling
- Restorative Circles/Practice
- Progress Monitoring
- Community Agency Referrals

Data
- Universal screening results
- Academic Progress
- Attendance
- Office referrals
Practices
- Crisis Intervention
- Restorative Conferencing
- Individual counseling
- Community agency referral

Data
- Universal screening results
- Attendance
- Academic Progress
- Office referrals
Support for SEL

Student gains:

- Social-Emotional skills
- Improved attitudes about self, others, and school
- Positive classroom environment
- 11 percentile-point gain on standardized achievement tests

Support for SEL

Reduced risks:

● Conduct problems
● Aggressive behavior
● Emotional distress

Inclusive Social Emotional Instruction

Plan → Act → Study → Do

Few Students → Intensified Support

Some Students → Universal Support

All Students

UDL, Differentiated, Integrated
With a partner/trio:

Think about a recent complex academic, behavior and/or social-emotional concern being addressed with a student(s) at your school.

How would a fully functioning Multi-Tiered System of Support lead to stronger student outcomes?
Integrated Processes and Plans

Practices of Behavior and Reading Supports

- Behavior Supports
- Reading Supports
- Independent Behavior and Academic Supports

Source: Michigan’s Integrated Behavior and Learning Support Initiative
National MTSS Professional Learning Institute
July 24 - 26, 2018
Sacramento, CA
All Means All

California SUMS Initiative

MTSS

All Means All

Family & Community Engagement
Administrative Leadership
Integrated Education Framework
Inclusive Policy & Practice

MULTI-TIERED SYSTEM OF SUPPORT
For questions, or additional information please visit
www.ocde.us/sums
Email
camtss@ocde.us