

Kansas Multi-Tier System of Supports

Required Practices for Implementation of MTSS Addressing Behavior

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The focus of the Kansas Multi-Tier System of Supports (MTSS) framework is to achieve system level change across the classroom, school, and district. To achieve this, curriculum, instruction, and assessment must be supported by effective leadership, ongoing job-embedded professional development, and a culture that empowers all to be actively involved in learning.

Each content-specific structuring supplement is designed to lead teams through all of the considerations of creating a complete MTSS in a manner that is both effective and sustainable. While there is great flexibility within the MTSS framework for customizing the MTSS for individual districts and buildings, there are specific practices identified during Structuring that must be in place before the Kansas MTSS Implementation materials can be used. The use of the following required practices does not constitute a complete MTSS, but are the practices that allow a team to use the MTSS Implementation materials addressing behavior.

Assessment

The basic assessment system that includes:

- clearly defined behaviors as major/minor offenses.
- a process for consistent collecting and reporting of behavioral offenses (Office Discipline Referral: ODR).
- a data system that has the capacity to disaggregate and produce graphic displays of ODR data for at least the following critical data components:
 - WHAT behavior?
 - WHICH students?
 - WHERE (location of incident)?
 - WHEN (time of day, day of week)?
 - WHO made the referral?
- the utilization of ODR data as the basis for determining both overall functioning of the system, and identifying individual students who may require support.

Curriculum

Core instruction (Tier 1) that includes:

- 3-5 positively stated building-wide expectations for student/adult behavior have been selected and agreed upon
- Rules/Guidelines further defining the building-wide expectations across settings have been written
- All individual classroom rules align and support the 3-5 building-wide behavior expectations
- A system for recognizing students who display the buildings' expectations
- Identified consequences for misbehavior

Instruction

- Common lesson plans based on the building-wide expectations
- Instruction is scheduled and delivered initially to students by building staff at an agreed upon time across the building.
- Instruction is scheduled for on-going, uniform review of lessons on a weekly basis throughout the school year