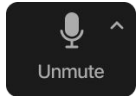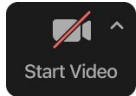# Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
  - To do this, hover over the bottom left-hand side of your screen and click "Mute."

- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
  - To do this, hover over the bottom left-hand side of your screen and click "Stop Video."
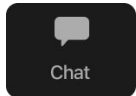
- Please submit questions during the presentation in the "Chat" function located on the bottom of your screen.

If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.

Special Transportation Training Opportunity

Register for Child Passenger Safety on School Bus Training

- School systems may register 4 participants for a session.
- School systems are asked to send one transportation administrator, special education administration, occupational therapist and physical therapist.
- Sessions are limited to 20 registrants per session and will be closed when maximum capacity is reached.
- All sessions will be held from 8 a.m. - 4 p.m.

Contact healthyschools@la.gov for more information

Supporting Student Well-Being

Gwen Murray, PhD

LSU

Social Research &
Evaluation Center

Supporting Student Well-being

Multi-tiered systems of support (MTSS)

Gwen Murray, PhD

Overview

What is MTSS?
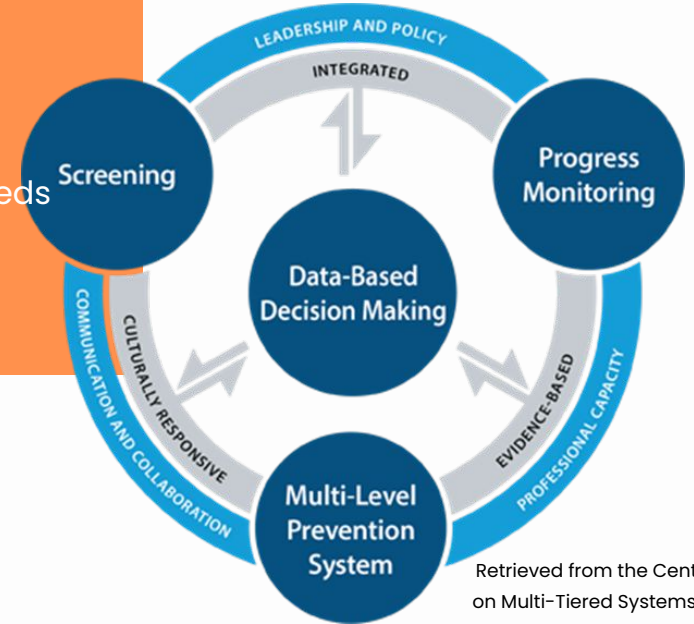
Multi-Tiered System of Supports (MTSS):
- an evidence-based framework
- provides targeted support to students
- integrates multiple levels of support to address students' needs
- identifies struggling students early
- provides tiered interventions at increasing intensity levels

Retrieved from the Center on Multi-Tiered Systems of Supports within the American Institutes for Research.

Key Elements of MTSS

01 **Prevention**: Integrating supports into teaching and learning; focus on safe and supportive learning environment

02 **Screening**: Identifying students in need of intervention

03 **Data-Based Decision Making**: Using student data to determine appropriate supports
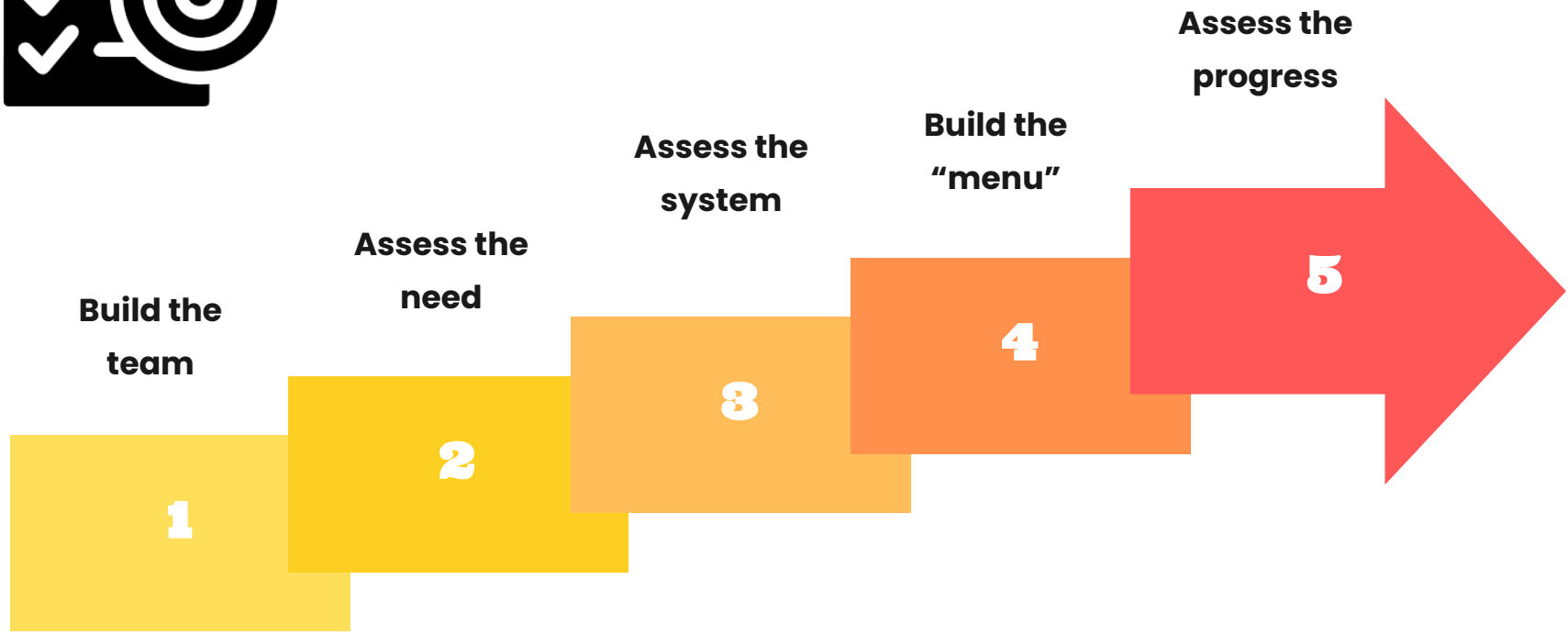
04 **Progress Monitoring**: Evaluating student responsiveness to strategic supports and interventions

FIVE KEY STEPS
Jumpstart MTSS

Build the team

Assess the need

Assess the system

Build the "menu"

Assess the progress

1

2

3

4

5

Build the Team

Behavioral health is one component of coordinated school health, which "improves students' health and their capacity to learn through the support of families, communities, and schools working together" (LDOE).

Multidisciplinary teams: individuals with different roles and expertise

Questions

- Who are essential members of the team?
- When will the team meet and with what frequency?
- Can you embed these meetings into an existing meeting (PLCs, SBLC, Wellness, etc.)?
- What data will you use?
- Who will analyze data?
- Who is primarily responsible for carrying out interventions (e.g., interventionists, counselors, teachers)?

Assess the Need

Screening is an essential component of MTSS. They identify student needs so that students can receive support to thrive personally and academically.

- When will the screeners be administered?
- Who will administer the screeners?
- Who will analyze the data?
- Who will create intervention plans?

Universal

Administered to **all** students

Tier 2, 3

Administered to **some** or **few** students based on response to Tier 1, referrals

e. Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores.

Steal	Lie, Cheat, Sneak	Behavior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat
0	0	3	1	3	3	3	2
0	0	3	1	3	3	3	0
0	0	0	0	0	0	0	0

Assess the System

Current System

- What supports and interventions are already in place?
- Who delivers services or provides interventions?

Tier	Screener / Data *What instrument will you use to assess student needs?*	Personnel / Providers *Who is available to provide services? Will you refer out for community-based services or provide them in-school? Who can run groups? Who can administer interventions?*	Possible Therapeutic Interventions *What therapies or services can you offer students once risk is identified?* **What are you already doing and who is doing it?**	Other Interventions *What other non-therapeutic interventions or strategies can you provide (i.e., check-in check-out; social skill-building; behavior support plans; individual incentives; lunch bunch)*
1				
2				
3				
Proactive Practices *What universal strategies and interventions do you use (i.e., SEL curriculum; classroom circles; respectful redirection & restorative justice; PBIS; scheduled family outreach, etc.)?*				

Assess the System

- What data are we collecting and how does it inform decision-making?
- What are the parameters for tiering students
- Does a committee routinely meet to review data and make recommendations to address student needs? Are meetings effective?

Tier 1: Universal

- Clear ownership & leadership
- Routinize data analysis
- Strategic plan
- Universal screener

Tier 2: Targeted

- Tier 2 screening
- Increased monitoring
- Identifying patterns
- Determining appropriate interventions
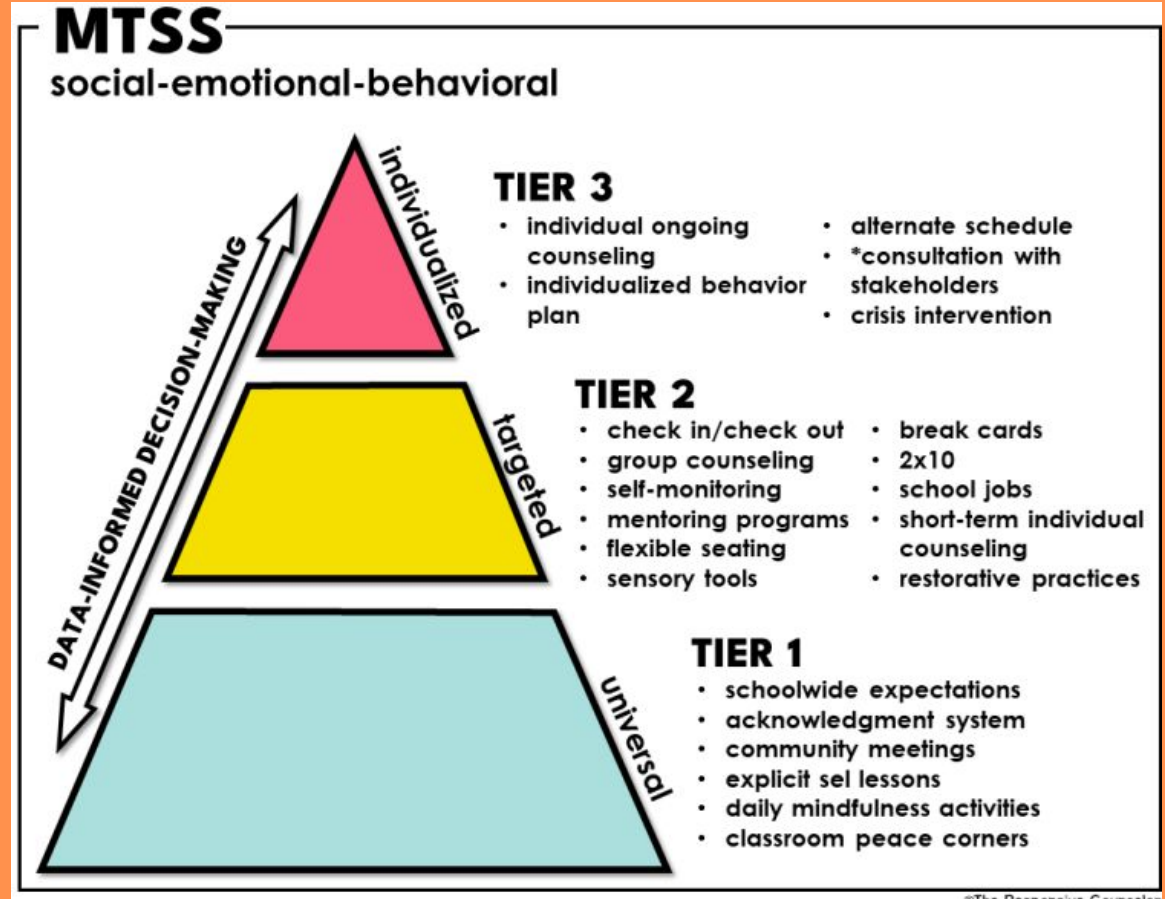- Determining need for intensive intervention

Tier 3: Intensive

- Determine eligibility
- Increased monitoring

Build the "Menu"

- Do you have a service continuum or "menu" of possible interventions and supports?
- Are school personnel's training, strengths, and skills fully utilized?

MTSS
social-emotional-behavioral

DATA-INFORMED DECISION-MAKING

individualized

TIER 3
- individual ongoing counseling
- individualized behavior plan
- alternate schedule
- *consultation with stakeholders
- crisis intervention

targeted

TIER 2
- check in/check out
- group counseling
- self-monitoring
- mentoring programs
- flexible seating
- sensory tools
- break cards
- 2x10
- school jobs
- short-term individual counseling
- restorative practices

universal

TIER 1
- schoolwide expectations
- acknowledgment system
- community meetings
- explicit sel lessons
- daily mindfulness activities
- classroom peace corners

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From *The Responsive Counselor*

Build the "Menu"

	Attendance		Behavior and Social Emotional		Coursework/Academics
TIER 3: FEW	Case Management; Home Visits Community partner referral: TASC, FINS, Wraparound Conduct ACEs Retention Warnings Truancy Referral	**Individual Interventions**	Individual Counseling Functional Behavior Assessment Behavior Intervention Plan Wrapround Crisis response	**Individual Interventions**	Small Group Instruction Modifications Accommodations Increased Practice Increased Progress-monitoring
TIER 2: SOME	Attendance Conferences Needs Assessments Increased Contact (Parents) Check-in / Check Out Mentor	**Group Interventions Problem Solving**	SDQ Small Group Counseling Check-in Check-out Parent Conferences Agreements/Behavior Contracts Social Skills Groups	**Group Interventions Problem Solving**	Targeted instruction Parent Conferences Rapid Response Tutoring Small Group Instruction
TIER 1: UNIVERSAL	Positive Attendance Culture Open Houses & Report Card Nights Positive Incentives Clubs, Field Trip, Afterschool Programs Screening Advisory or Morning Meeting Check-ins Positive Calls & Texts Home Weekly Newsletters Community Events	**Prevention, Relationships, Positive School Climate, Family Engagement, Student Voice & Empowerment**	Student Mental Health Screening Adult wellness and development PD Social and behavioral curriculum Positive Behavior Reinforcement School Culture & Code of Conduct Restorative Practices Classroom Circles Brain Breaks Seating Charts Least Invasive Behavior Corrections	**UDL, Prevention, Relationships Positive School Climate, Family Engagement, Student Voice & Empowerment**	Baseline Screeners (MAP; STAR; eadms) Standards-aligned Rigor Routines Differentiation Safe, Respectful Learning Environment Student Voice Culturally Responsive Content Data-Analysis Make-Up Work Parent Communication

G. Murray (2022)

Assess the Progress

Checklist Item	When	Planning Considerations
Set measurable goals for student mental health outcomes	At intake, beginning of services (or beginning of groups)	• Who is responsible for writing school or individual goals? • Where will goals be recorded?
Develop a system for ongoing monitoring of student progress	At beginning of year, prior to screening	• Where will progress monitoring occur? (i.e. individual case notes? Content management system? Shared drive?)
Regularly review and adjust interventions as needed	Set fixed period, i.e. each 9 weeks	• What is the frequency for progress monitoring? • Is there a difference between acute or emergent needs or longer-term treatment plans? • What needs to happen for students returning to campus from hospitalization?
Document student progress and intervention outcomes	As determined by provider or support team	• How will you determine the effectiveness of an intervention? (Student-self report; positive behavioral change; case notes; observation) • Who will review data to make decisions whether to continue, discontinue, or modify interventions?
Involve students and parents and families in progress discussions	Set fixed period, i.e. each 9 weeks; as needed	• How will you communicate progress to key stakeholders? • What confidentiality concerns do you need to maintain when communicating with families?

Safe and Healthy School Reminders

Cardiac Health Information for Student Athletes

Cardiac Health Information and the Cardiac Health Information Signature Page for parents/guardians of student athletes is now available on the Safe and Healthy Schools webpage.

Safe and Healthy Schools Team

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susan.dupont@la.gov	Louisiana Healthy Schools Initiative, School Nursing
erica.gilliam@la.gov	School Health Advisory Councils

Monthly Call Slides

Monthly call presentations are available in the School System Planning Library.

- Office of Career and College Readiness
  - Healthy Communities
    - Healthy Schools Community of Practice

Schedules, access links and information for the Department's webinars can be found in the LDOE Weekly Newsletter and School System Support Calendar.

Please contact healthyschools@la.gov

Next Safe & Healthy Schools Community of Practice Call:

Center for Safe School Resources

October 24 at 2:00 p.m.

Contact healthyschools@la.gov for questions regarding our community of practice calls.

Questions?