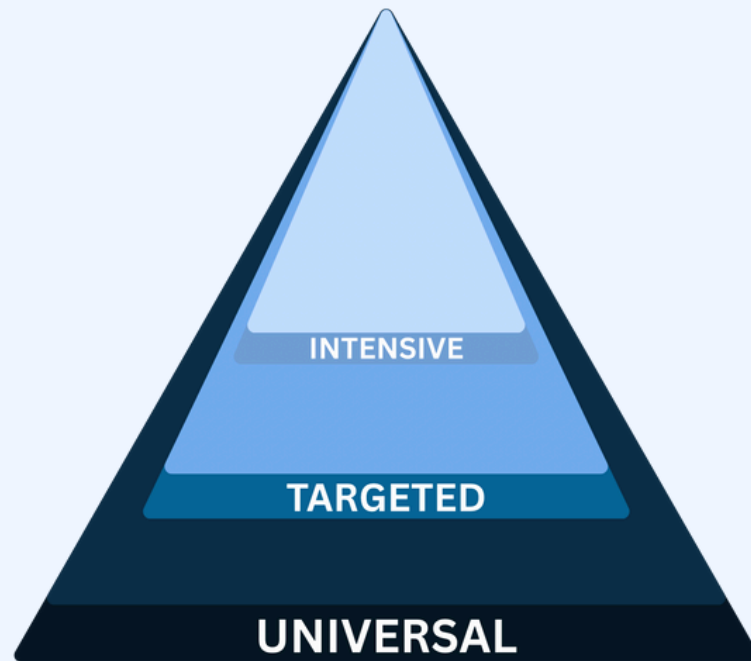


MTSS-B Tier One Training Components



Understanding and Using a MTSS Framework

Building shared understanding of a Multi-Tiered System of Support framework to structure academic, behaviour, and wellbeing supports across three tiers.

Example content:

- Key features of MTSS for social emotional behaviour
- Differentiating Tier 1, 2, and 3 supports
- Aligning wellbeing, behaviour, and learning systems
- Designing leadership teams
- Data-informed decision making with an MTSS-B framework.

Establishing and Teaching SEB Expectations

Create a positive set of whole-school expectations/skills. Learn how to promote and support consistent social emotional and behaviour skills development (school-wide).

Content:

- Creating a SEB matrix
- Planning for explicit instruction and modelling
- Embedding and integrating SEB skills into classroom routines

Promoting SEB Skills

Build a system to support staff in using timely and specific feedback to strengthen behaviours aligned with the school expectations.

Content:

- Enhancing the student-educator relationship.
- Behaviour specific feedback
- Maintaining high praise to correction ratios.
- Reinforcement schedules.

Ongoing Support and Advanced Practices

1. *Data-driven decision making and MTSS-B refinement.*

- a. Use ongoing data to reflect on current Tier 1 systems, adjust practices, and improve outcomes to ensure the systems evolve with the school context and student need.

2. *Function based support of student social-emotional behaviour.*

- a. Learn to analyse the function of student behaviour to inform Tier 1 practices.

3. *Classroom based de-escalation strategies.*

- a. Provide staff with practical tools to respond to escalation calmly and safely.

4. *Integration with school initiatives and procedures.*

- a. Ensure support systems align with broader school priorities, such as wellbeing frameworks, student support teams, and whole-school improvement plans.

Responding to Behavioural Challenges

Build a system to support staff in utilising a continuum of strategies to decrease the likelihood that the student will repeat behavioural errors.

Content:

- Operationally defining challenging behaviours
- Teaching calm, consistent instructive responses
- Redirection, prompting, and re-teaching
- Avoiding power struggles and maintaining relationships

Data-based Procedures for Monitoring

Embed regular team processes to ensure the MTSS Framework is implemented fully and making a positive difference within the school community.

Content:

- Identifying Tier 1 data sources that are aligned with outcomes
- Visualising and interpreting data
- Embedding regular data review cycles
- Using data within a problem solving process.

Implement Systems to Support Sustainability & Staff Wellbeing

Develop routines and structures that promote long-term sustainability of Tier 1 practices while supporting staff wellbeing.

Content:

- Strategies for promoting and integrating staff voice
- Embedding recognition and reinforcement for staff
- Planning for long-term capacity building

Positive classroom practices

Equip staff with proactive instructional strategies that strengthen relations and promote on-task behaviour.

Example content:

- Establishing and teaching routines
- Active supervision
- Behaviour specific praise
- Opportunities to respond
- Precorrection and prompting