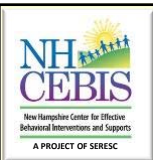


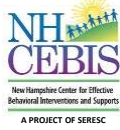
## **Session 2: MTSS with Responsive Classroom or Leader in Me.**

**Eric Mann**, NH CEBIS @ SERESC, Inc  
**Janet Valeri**, Principal, Ledge Street ES, Nashua  
**Dave Levesque**, Principal, Pleasant Street School, Laconia  
**Rebekah Gonzalez**, Teacher, Pleasant Street School, Laconia  
**David Ficaro**, Behavioral Specialist, Pleasant Street School, Laconia



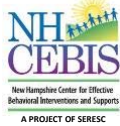
## **Session 2: MTSS with Responsive Classroom or Leader in Me**

- This session will explore how two commonly used school-wide models, Responsive Classroom and Covey's Leader in Me, can be integrated effectively within a MTSS/PBIS/RtI framework.
- Presenters will share their experiences incorporating Responsive Classroom and Leader in Me in schools that are also committed to MTSS/PBIS.



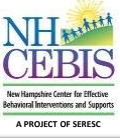
## Agenda

- 12:30 – 12:50 Eric Mann
- Quick Review:
    - MTSS Framework & Decision-Making Model
    - Executive Skills and Stress
  - Behavioral teaching, routines and cultural themes
  - Taking Tier 1 MTSS to the next level
- 12:50 – 1:15 The Leader in Me: Janet Valeri and Jenn McGee / Q & A
- 1:15 – 1:40 Responsive Classroom: David Levesque, Rebekah Gonzalez and David Ficaro / Q & A
- 1:40 – 1:45 Wrap-Up
- 1:45 Adjourn



## Big Ideas for This Session

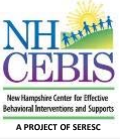
- Review the Basic MTSS Triangle
- Establish the importance of teaching expected social behavior
- Dig deeper into Tier 1 curricula and support strategies -- beyond behavioral teaching
- Example of using The Leader in Me within an MTSS framework
- Example of using Responsive Classroom strategies with an MTSS framework



***“Ready to Learn”***  
***(Socially, Emotionally and Academically)***

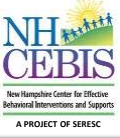
*Ready to Learn ....*

is the Primary Goal of  
Systems of Support at  
Tier 1, Tier 2, and Tier 3



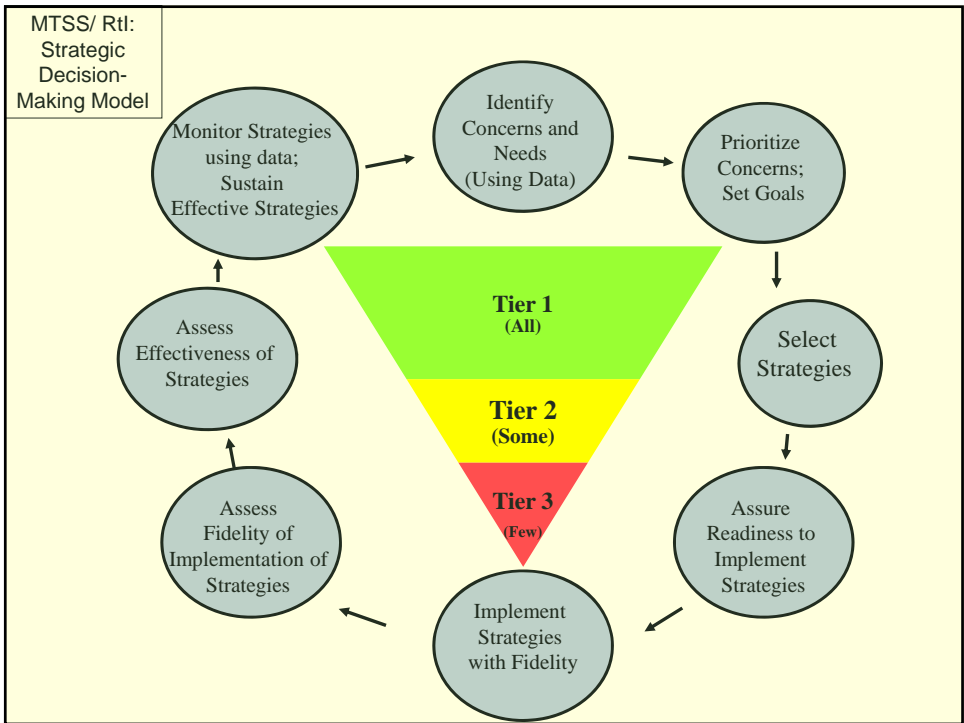
Strategic development of your  
school’s MTSS helps create the  
optimal conditions for:

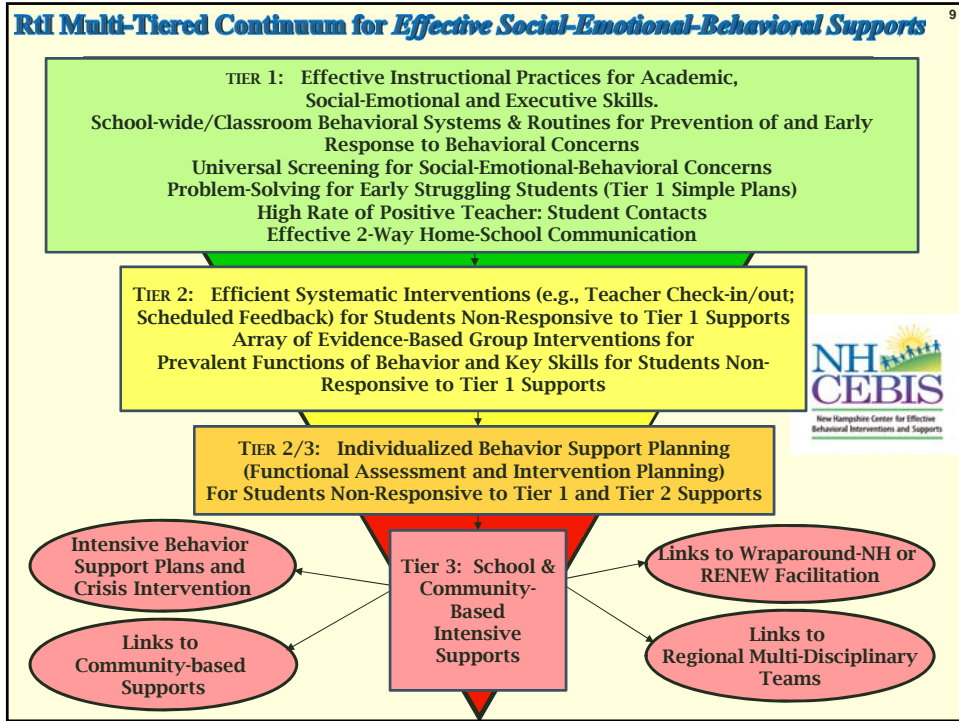
1. Well-Managed Stress
2. Executive Skills Development




## MTSS Requires a Commitment to:

- Embedding a strategic decision-making model into school culture
- Building a Multi-Tiered Continuum of Support





***Tier 1:***  
**School-Wide Systems, Practices and Data**




## **MTSS Big Idea:**

### **Strategic Prevention:**

Systems and practices to effectively prevent social-emotional-behavioral and academic concerns.

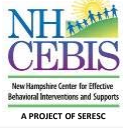
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### ***Tier 1 Prevention:***

## **Teach Expected Social Behaviors**

1. Provide engaging instruction
2. Practice behaviors in context
3. Provide effective feedback:
  - Notice desired behavior
  - Correct by demonstrating the desired behavior
4. Assess fidelity of implementation
5. Assess effectiveness of strategy



## Basic Tier 1 MTSS Behavioral Ethics

- ***We should never be in the position of thinking that a student may have behaved incorrectly because he/she wasn't effectively taught the expected behavior.***
- ***“Taught” implies “Learned”.***

## School-Wide Expectations, Cultural Values, Themes, and Common Tier 1 Curricula

Wise at the Winship  
 7 Habits of Highly Effective People  
 The Whitefield Way  
 Whole-Body Listening  
 SuperFlex  
 Restorative Discipline  
 Three Be's  
 Zones of Regulation  
 Respect  
 Resilience  
 Show Kindness  
 Safe  
 Citizenship  
 Social Thinking  
 Do the Right Thing  
 Sandown STAR  
 Perseverance  
 Responsibility  
 Tolerance  
 DANTE Says: Do A Nice Thing Every Day  
 Be Prepared  
 Cooperation

## Teach School-Wide and Classroom Behaviors and Routines

On-time to class      Morning Meeting      Walking to or from the Bus

Voice Levels      Respectful or Kind Language      Peace Path

Collaborative Problem Solving      Taking Turns      Organizing a Binder

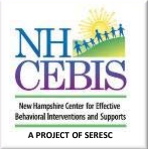
'Trash in the Can'      Safety on the Bus

Walking in the halls 'Quiet, Straight and to the Right'      Homework Completion      Arrival to Class Routine

Clean Tables      Safe Hands and Feet      Signal for Attention      Class Dismissal Routine

Giving a Compliment      Prepared for Class      Taking a 'Calming Breath'      Returning from Recess

Eating Healthy



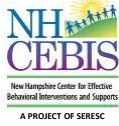
## MTSS Big Ideas:

### Tier 1 Strategic Response:

Systems and practices to effectively respond to social-emotional-behavioral concerns.

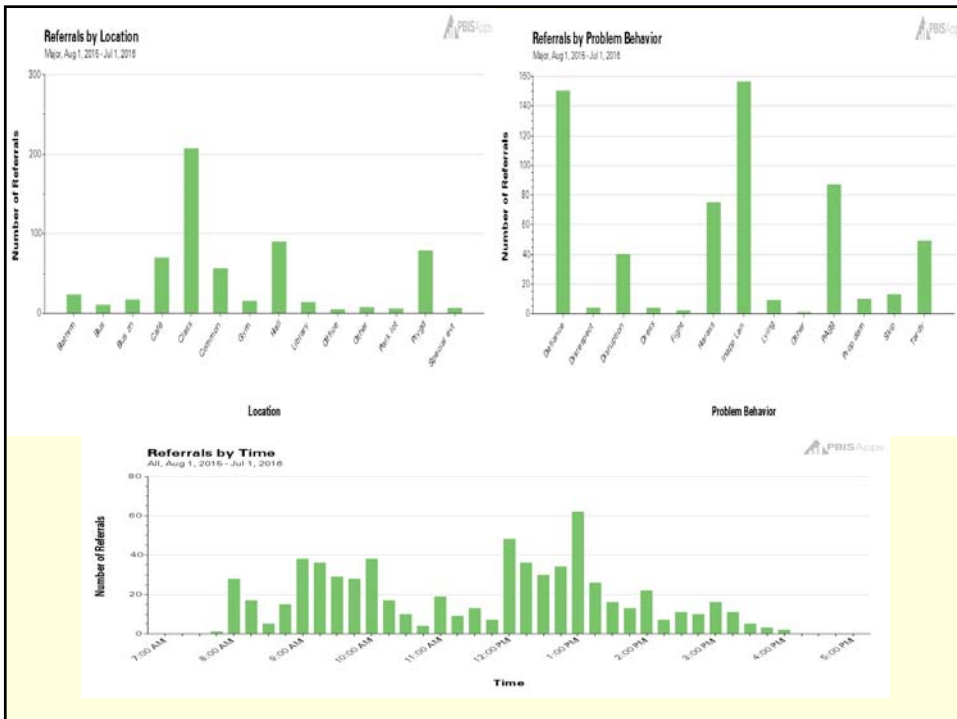
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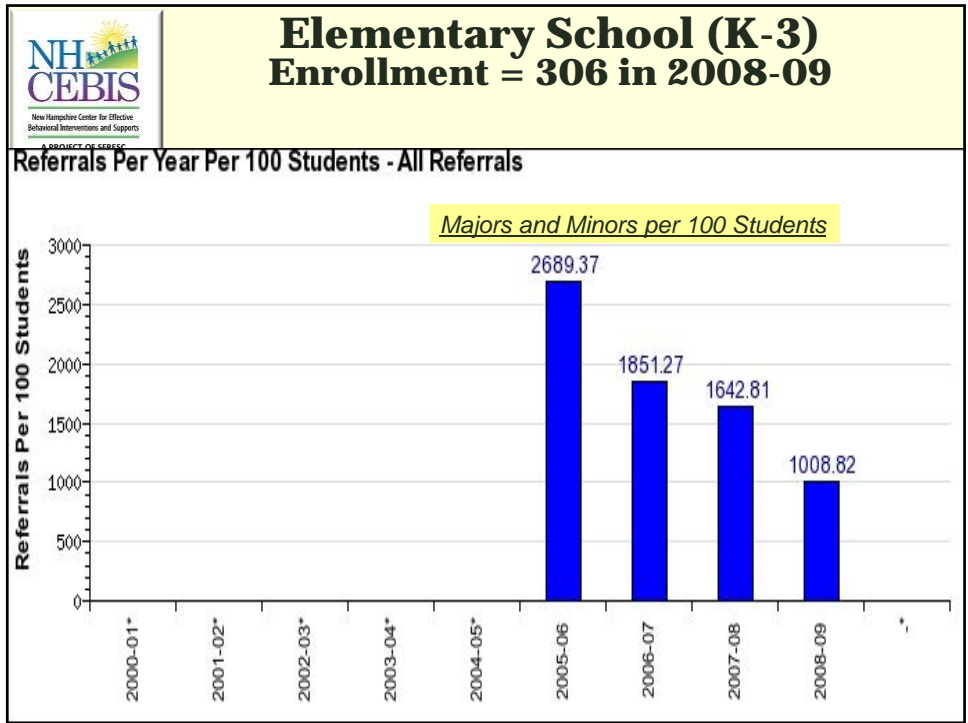




# Tier 1 Response System Features

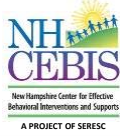
1. Clear Behavioral Definitions
2. Consistent Process for Responding to Behavior Concerns
3. Efficient Office Referral Data Form
4. Commitment to accurate data gathering
5. Commitment to regular data review and using data for decision making





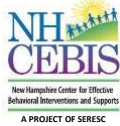
## Digging Deeper

- Schools that dig deeper into Tier 1 go beyond behavioral teaching and establish school-wide culture through:
  - Common structures/routines/practices and
  - Common strategies/curricula that support the development of executive skills.



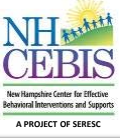
## When You Commit to a Practice; Implement it!

- It will vary school to school what you decide to implement school-wide, but a key MTSS principle is:
  - *When you decide to implement a school-wide strategy, routine, theme, curriculum ... do so with fidelity!*
  - *And then assess it's impact.*



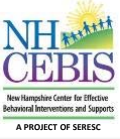
## As Tier 1 Evolves, Consider School-wide Practices for:

- **A Problem-solving using a common methodology** (STAR: Stop, Think, Act, Review; Collaborative Problem-Solving; Peace Path;...)
- **A school-wide curriculum or strategy that teaches emotional regulation** (Zones of Regulation; “The Incredible 5-Point Scale”; “How Does Your Engine Run”...)
- **A SW curriculum/strategy/protocol that teaches stress awareness/management** (something that promotes proactive stress awareness and the gradual building of stress management strategies). (Mindfulness; Stress Meter; Challenge to Manage; Zones;...).
- **A cognitive-behavioral strategy/curriculum for Impulse Control; Listening/Attending; and/or Social Thinking...** (Whole-body listening; SLANT; Social Thinking/ SuperFlex; Hunter’s Amazing Remote Control;...)



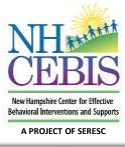
**Examples of strategies/frameworks that, when integrated with MTSS, can help support and teach cognitive & emotional regulation and other executive skills at Tier 1**

- **Covey's 7 Habits / The Leader in Me**  
Franklin-Covey
- **Responsive Classroom / Responsive School**
- **Zones of Regulation** Leah M. Kuypers
- **Mindfulness** (various authors)
- **Social Thinking: Superflex** Michelle Garcia-Winner
- **How Does Your Engine Run?** Mary Sue Williams and Sherry Shellenberger
- **Whole Body Listening** Kristen Wilson & Elizabeth Sautter
- **Restorative Justice/Discipline Practices...**  
(various authors)



**The Leader in Me and PBIS (MTSS)**

- Janet Valeri, Principal, Ledge Street Elementary School, Nashua, NH
- Jennifer McGee, Teacher, Ledge Street Elementary School, Nashua, NH



## **Responsive Classroom and PBIS (MTSS)**

- David Levesque, Principal, Pleasant Street School, Laconia, NH
- Rebekah Gonzalez, Teacher, Pleasant Street School, Laconia, NH
- David Ficaro, Behavior Specialist, Pleasant Street School, Laconia, NH