

## School-Wide Behavior Supports

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### School-Wide Behavioral Supports within the Kansas MTSS and Alignment Framework

**Kansas MTSS and Alignment Basics.** The Kansas Multi-Tier System of Supports and Alignment (MTSS) is the organizing framework that helps schools efficiently and effectively deploy the curriculum, instructional practices and resources that enable every student to be successful academically, behaviorally, socially and emotionally.

In a multi-tiered system, we expect that the evidence-based core curriculum in each area will be sufficiently effective with at least 80% of our student population. Approximately 15% of students may need, in addition to the core, a layer of focused, time-limited supplemental instruction and resources. Up to 5% of students will need individualized and intensive supports in addition to the core curricula.

**Why Behavior?** The Kansas MTSS and Alignment model is an integrated academic, social, and behavioral approach to education. Within that framework, an effective behavior support system is fundamentally proactive, preventative and school-wide in nature. It is rooted in a district-wide effort, to capitalize on consistency and progress students developmentally toward college and career readiness. The behavior support system is designed to support and flow coherently with social-emotional learning and academic instruction. Positive, proactive and systematic in nature, the behavior support system lays a rigorous foundation for teaching and learning to occur, accomplishing at least four important objectives in education:

- Creates a context for school attachment and bonding, thereby enhancing school safety, students' readiness to learn, and performance;
- Supports positive relationship-building amongst staff and students, thereby creating a strong school climate, higher staff morale and efficacy, and a welcoming environment for parents;
- Supports the sizeable percentage of students, staff and parents who have experienced trauma or adverse life events with predictable, consistent and relational environments, thereby enhancing equity in educational access and calming hyper-vigilance and distress;
- Orients staff and students to consistent behavioral expectations that are developmentally relevant and connected to real-world skills necessary for college, career, and life.

**Essential Components of Behavior Systems.** A school-wide behavioral support system is more robust than mere behavioral instruction or strategy. Kansas MTSS and Alignment guides schools through creating a *system* based largely upon the research validation of School-wide Positive Behavior Supports (SW-PBS), also referred to as Positive Behavior Interventions and Supports (PBIS). Some districts may opt to use a different research-based school-wide behavior support system, such as Safe & Civil Schools or Project Achieve, which can be compatible with the Kansas MTSS and Alignment framework. Regardless of the approach a district takes, a research-based school-wide behavioral *system* will have the following critical components:

- Administrative support, leadership and active participation;

- Focus on proactive core instruction and supports at the building and classroom levels;
- Consistency across the district for data analysis and effective family engagement, while being developmentally relevant;
- Clearly defined, positively stated behavioral expectations that are explicitly taught to all students, and encouraged and acknowledged in a systematic manner;
- Collection and analysis of behavior referrals and screening data for all students at the building level;
- Use of data to improve core instruction and supports, and for identifying students for additional supports and interventions;
- Defined programs and practices for additional layers of supports for students who need it;
- Use of data for progress monitoring at both the student and systems levels.

### Vocabulary.

**Behavior Support System** – A broad way of using data and feedback to analyze and modify environments, practices and programs to collectively and positively shape the behavior that increases quality of life and valued outcomes for individuals and communities. For schools, a behavioral support system means classrooms, buildings and district are operating collectively and in coherence to create meaningful consistency for the population. (Eg: PBIS)

**Behavior Instruction** - Narrower in purpose, instruction is designed to teach a group of people a set of behavioral skills through instruction and practice. (Eg: practicing routines and expectations)

**Behavior Strategy** – A set of procedures or steps an individual is taught and then uses more and more independently in order to solve a problem or develop a new skill.

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