

MTSS in High School

Joseph D. Fantigrossi, Ed.D.
Pre K-12 Intervention Coordinator
Lyons CSD





Core Beliefs

- **Instruction, assessment, and intervention**
- **Achievement and behavioral health needs**
- **Way of doing business-process, not program**
- **Blend of RTI and PBIS**



TRAUMA IS NOT THE EVENT.

TRAUMA IS THE RESPONSE.



EACH INDIVIDUAL RESPONSE TO CHRONIC OR ACUTE STRESS DETERMINES THE LEVEL OF TRAUMATIC IMPACT.

*STOP ASKING: What is wrong with this student?
AND START ASKING: What has happened to this student?*

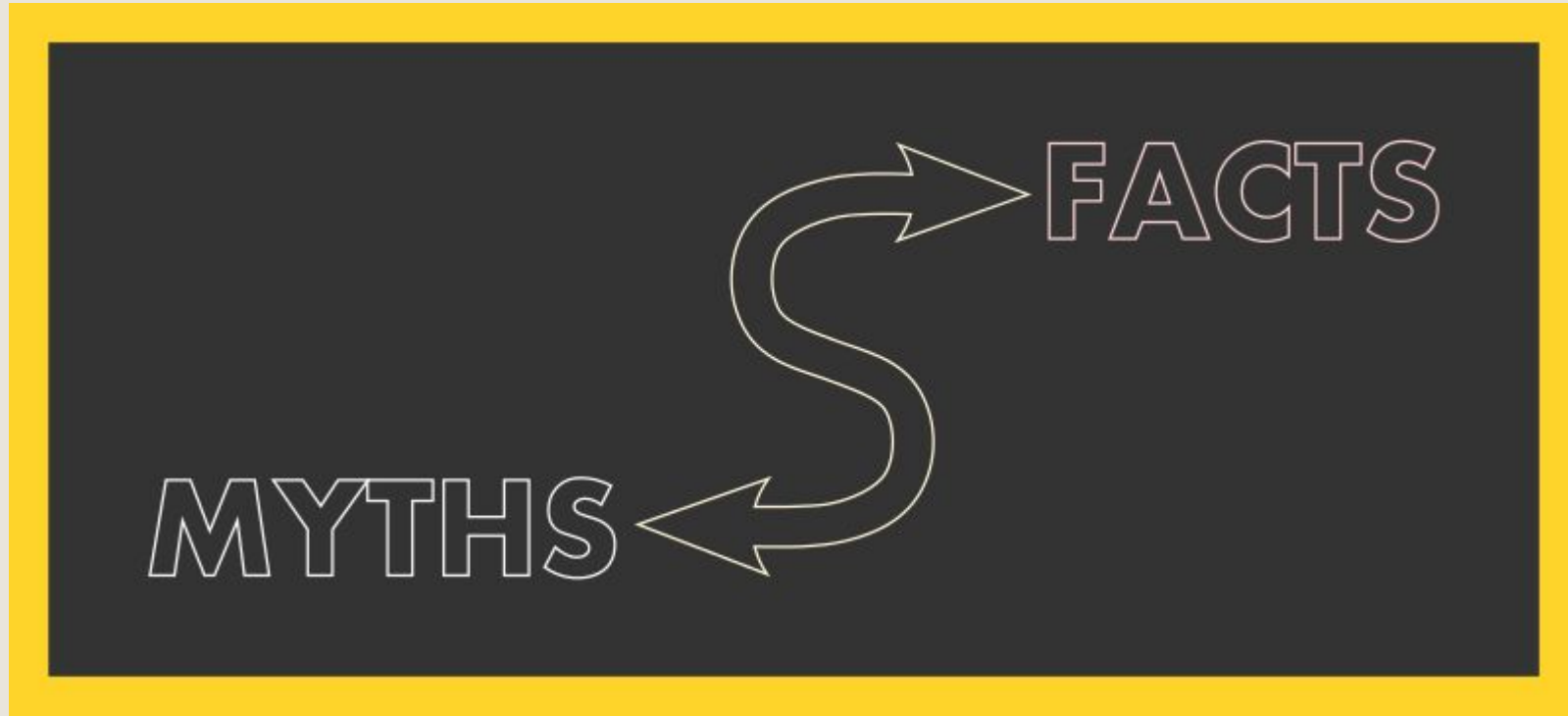


IT'S ABOUT MEETING STUDENT NEEDS



“What is the student trying to tell us?”





Myth #1: MTSS really doesn't apply to most students. They don't have any problems with behavior.

- Framework for everyone-positive encouragement for positive behavior.
- Better learning environment, focused on proactivity rather than reactivity.
- Clear expectations and a focus on positive behavior = more engaged



Myth #2: *It's all about the prizes. I want my students to have intrinsic motivation for their behavior.*

- Does not remove intrinsic motivation for behavior.
- Feedback guides them and supports intrinsic motivation for future.
- Behaviors and expectations are something to be learned.
- Extrinsic motivation might cause the student to behave a certain way at first, but once that behavior is learned, they would be intrinsically motivated.



Myth #3: *It's not reality. It would not work to correct a student's behavior. They need consequences.*

- Does not remove remediation.
- Focuses on the positive by laying out clear behavior expectations.
- Rather than just reacting with a consequence, a number of interventions can be done to help guide the student and allow them to learn from their mistake.
- Continued patterns of misbehavior or harmful=consequence, with an opportunity to later reflect and discuss the behavior and choices for next time.



Myth #4: *This is a “one-size-fits-all” approach, and I like to deal with things in my classroom as I see fit.*

- Does not remove your autonomy, but aids and supports in creating a framework where everyone knows what is expected.
- Change in practice and mindset, but providing concise, positive behavior expectations will only help to create a productive learning environment.

MTSS is a framework that provides a positive learning environment which benefits both students and teachers.

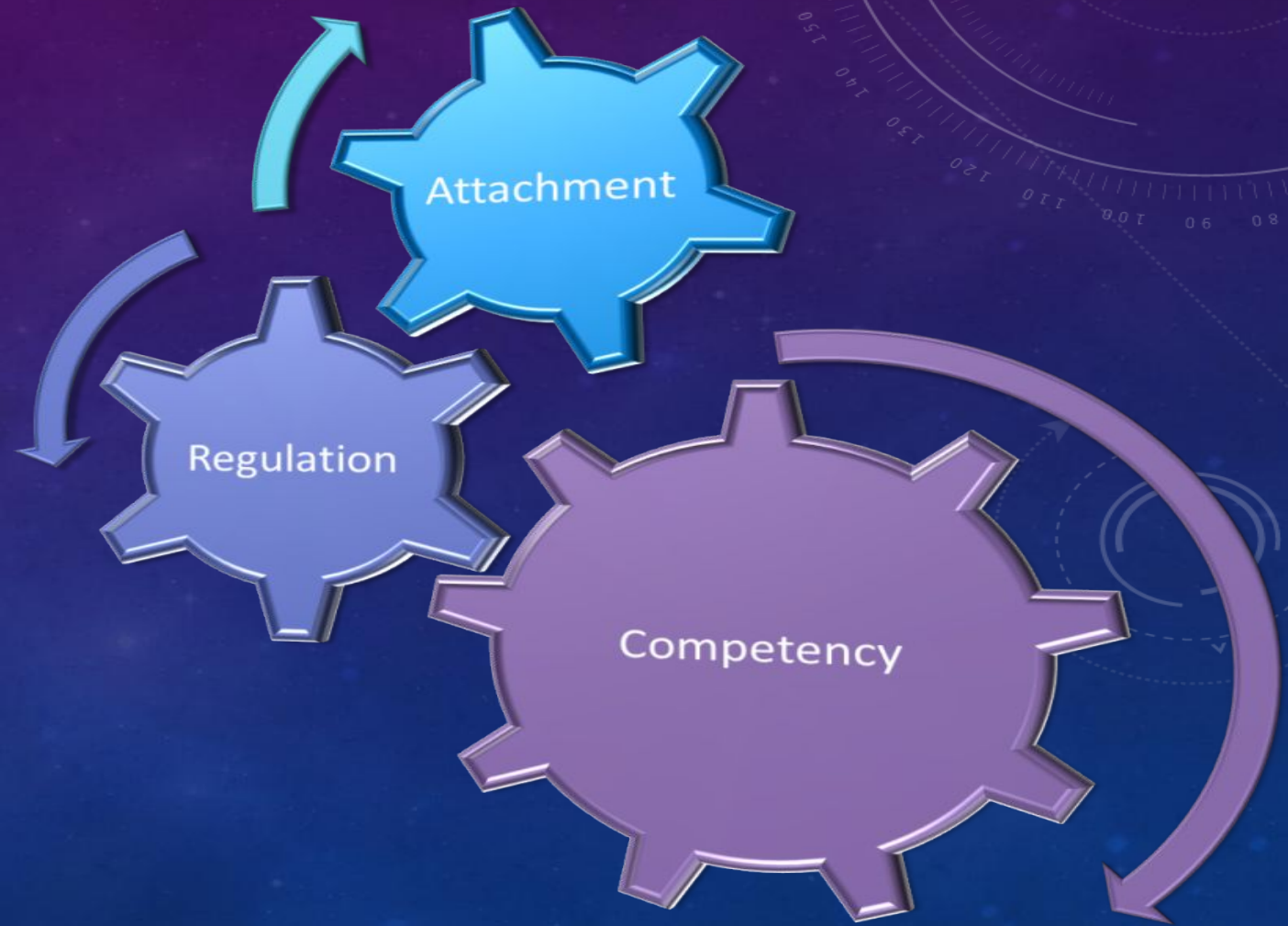


A FRAMEWORK TO HELP

ATTACHMENT

**REGULATION
(SELF)**

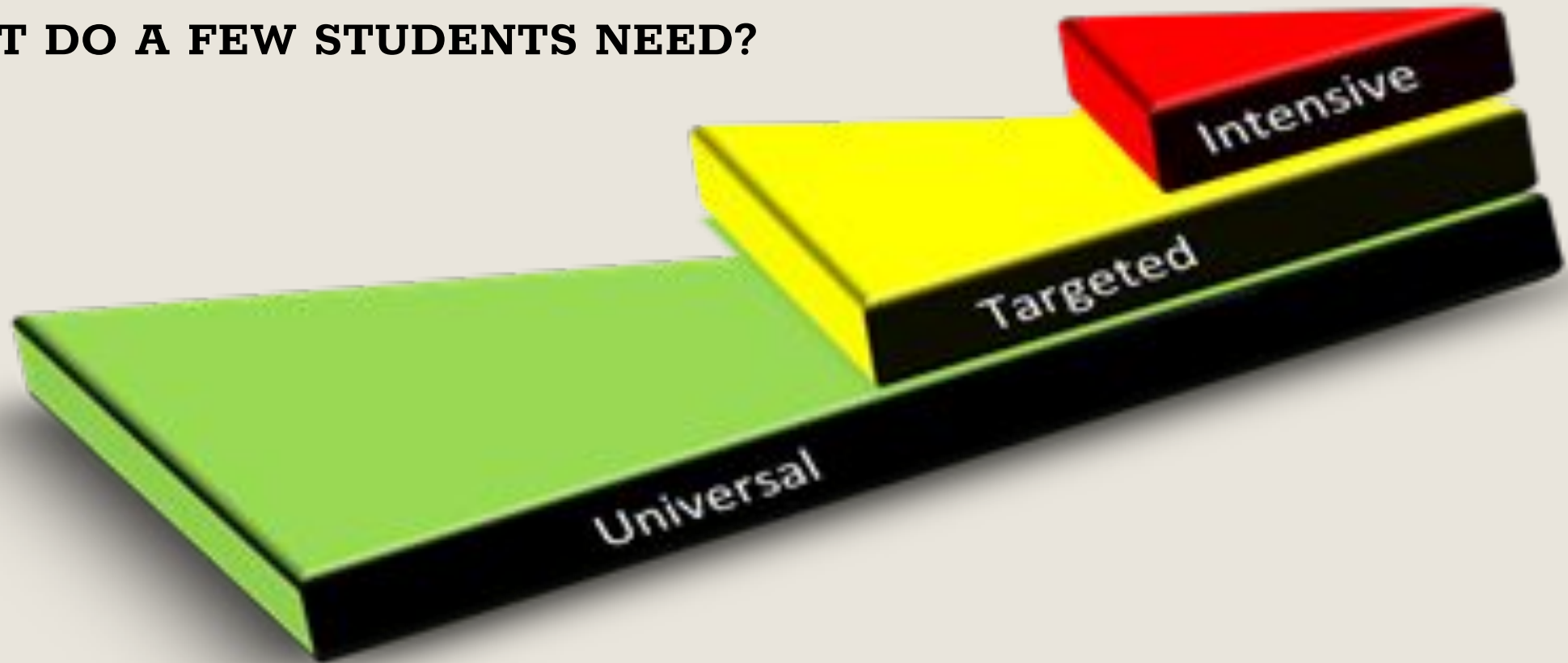
COMPETENCY



WHAT DO ALL STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO A FEW STUDENTS NEED?

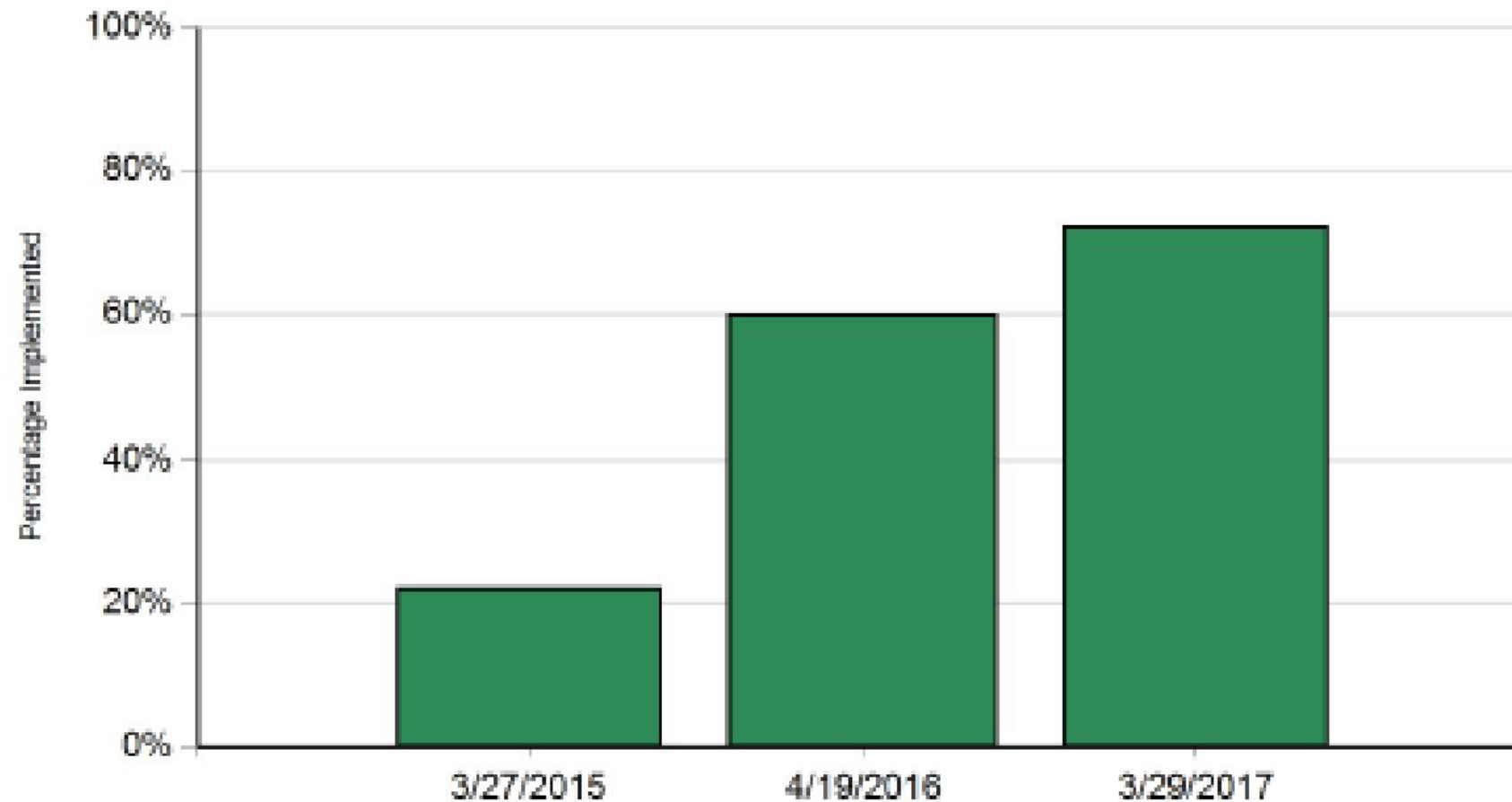


What lives under the MTSS Umbrella



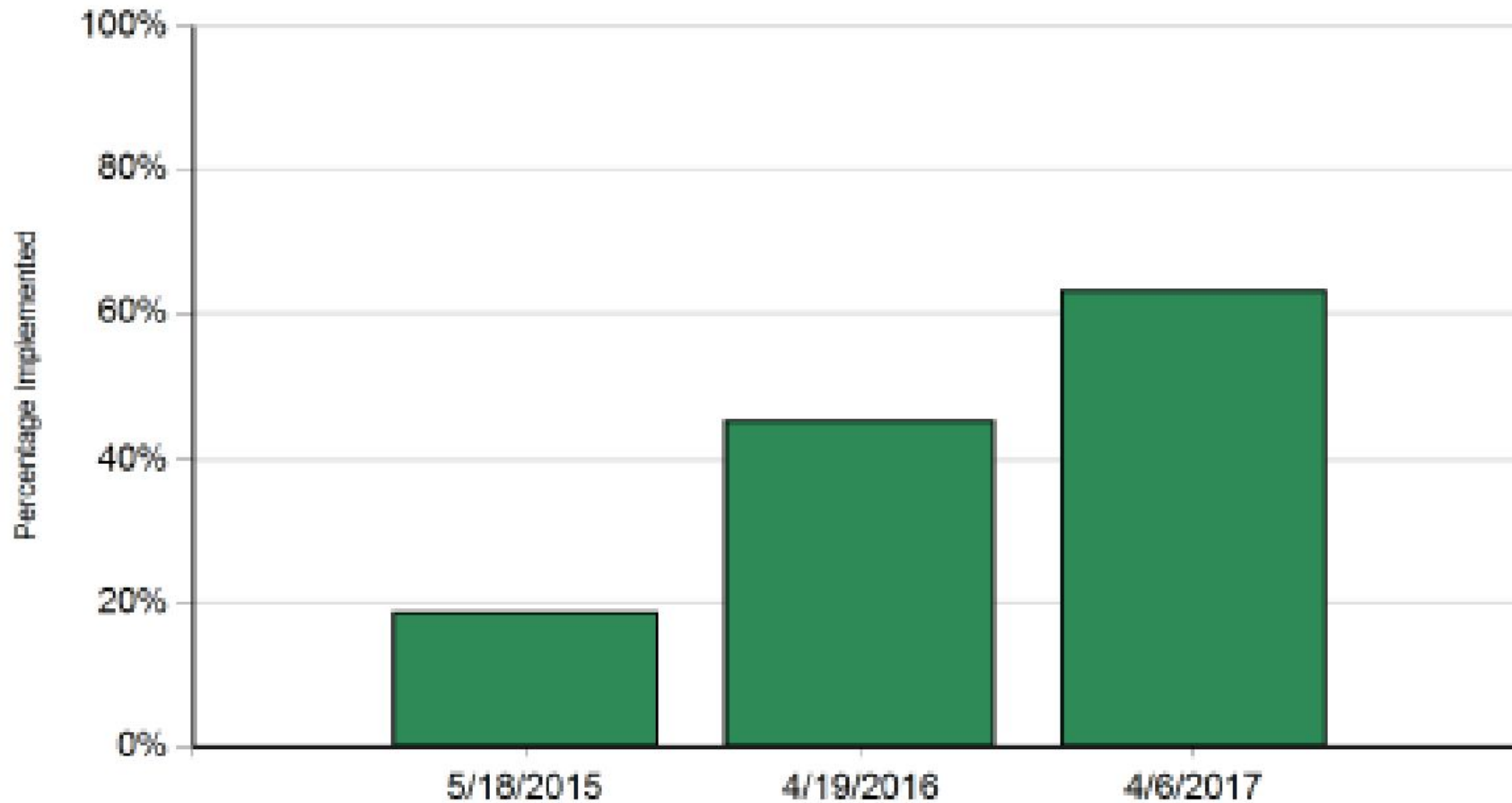
TFI SCORE--ELEMENTARY

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Lyons Elementary School
3/27/2015 - 3/29/2017



TFI SCORE FOR MS/HS

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Lyons Senior High School
5/18/2015 - 4/6/2017



TIER 1-FOR ALL STUDENTS

- Ongoing support of ROAR principles
- PD-YMHFA, ACEs, TCIS
- Teaching expectations and celebrating success
- Promoting school spirit and unity
- Providing students ongoing feedback



LYONS LIONS R.O.A.R.

- **Respectful**
- **Outstanding**
- **Academically-focused**
- **Responsible**



TIER 2-FOR SOME STUDENTS

Data-informed meetings

- Focus on targeted group intervention
- Meet every 5 weeks
- **Progress Monitoring of intervention, not students**
- Coaches in Academic Intervention, Continuum of Groups, Community Services, Check in Check Out, Mentoring



Tier 2 Interventions

Continuum of Groups: Why Try, social skills

Mentoring: Hobart College, Leadership Class, Teacher to student mentoring

Academic Interventions: AIS Reading/Math, Academic Seminar, IReady

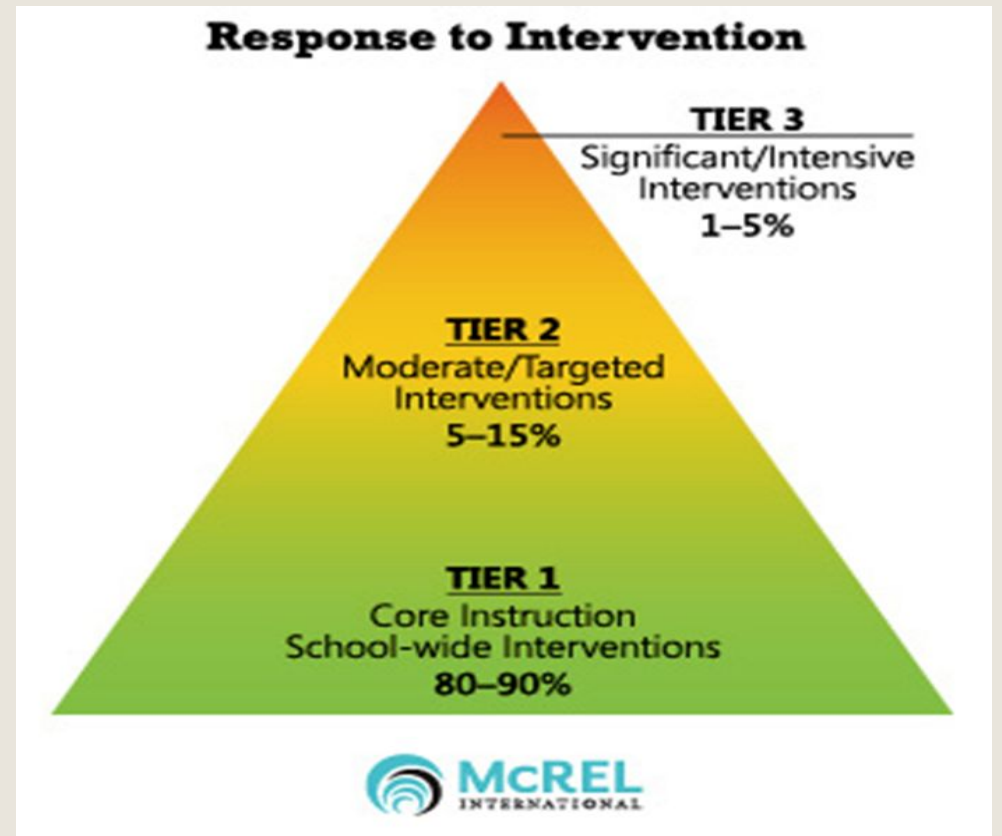
Community Services: 3 full-time counselors from community agencies in house

Check in Check out: 1st Tier 2 intervention for most students



TIER 3-FOR A FEW STUDENTS

- Team meets when needed
- Both standing and rotating members
- Discusses individualized interventions for students
- **Community agency support**



CONTACT INFO

Joe Fantigrossi

- jfantigrossi@lyonscsd.org
- @jfantigrossi
- JosephFantigrossi.com

