



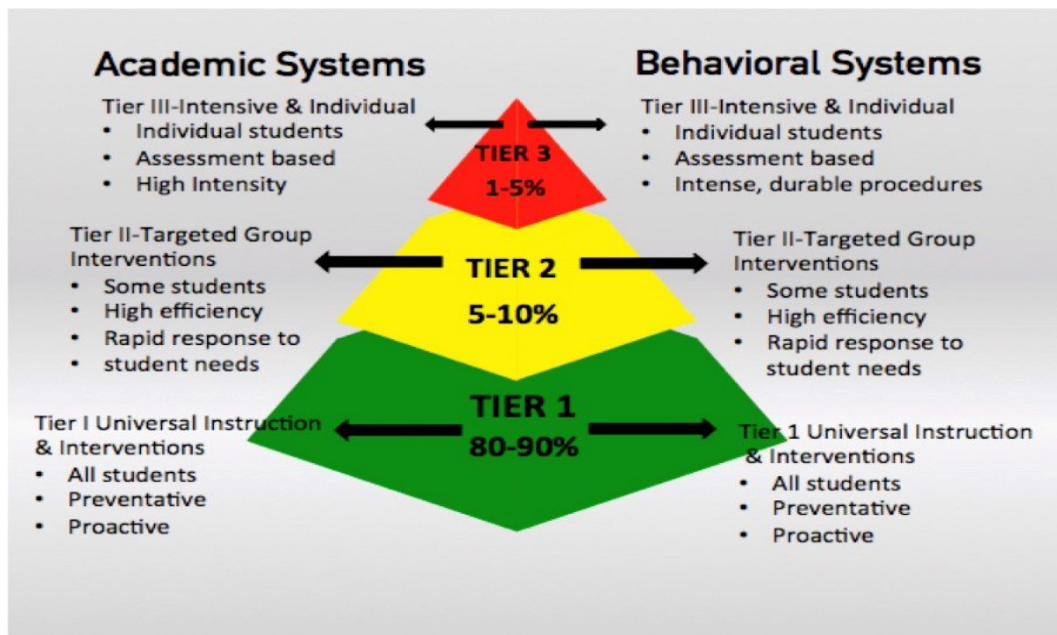
Tiered Behavioral Responses within an Equity-Based MTSS Framework – Summary

Reminders about behavior?

- All behavior is communication.
- Children aren't giving you a hard time, they are having a hard time.
- Be an investigator and ask, "What is my child communicating with this behavior?"
- "Kids do well when they can, and when they can't, it's because they are delayed in the development of crucial cognitive skills." (Ross W. Greene, Child psychologist, author)

Who is experiencing exclusionary discipline (suspension and expulsion) in Oregon?

Student Group	Percent of Students enrolled on May 1, 2022 with One or More Discipline Incidents in the 2021-22 School Year
Total	5.72%
Gender	
Male	7.67%
Female	3.63%
Non-Binary	6.76%
Race/Ethnicity	
Asian	1.59%
Black/African American	11.04%
Hispanic/Latino	6.64%
American Indian/Alaska Native	9.63%
Multi-Racial	6.22%
Native Hawaiian/Pacific Islander	8.27%
White	5.24%
Other Groups	
Economically Disadvantaged	5.99%
Not Economically Disadvantaged	5.03%
TAG	2.25%
Not TAG	5.93%
English Learners	6.22%
Not English Learners	5.66%
Special Education	9.59%
Not Special Education	5.08%



MTSS: Tier 1 Supports

- Universal - primary prevention provided to all students and effective for approximately 80% of students.
- These are supports available to all students through a general education program. Inclusive practice, which is linguistically responsive and culturally sustaining, is a cornerstone of tier 1.
- Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
- **RESOURCE:** [Center on PBIS \(Tier 1\)](#) - CLICK to access.

MTSS: Tier 2 Supports

- Secondary - targeted, small group and appropriate for approximately 15% of students.
- Tier 2 supports occur in addition to the supports that are provided in tier 1 settings.
- Consistent with IDEA, if the behavior of a child with a disability impedes their learning or the learning of others, the use of positive behavioral interventions and supports and other strategies must be considered to address that behavior.
- For some children whose behavioral needs are not met with school- and program-wide strategies, schools should determine what more targeted, individualized interventions and supports are necessary. Targeted supports are typically provided in smaller groups to allow for more explicit instruction and additional opportunities to practice positive behaviors and receive constructive feedback.
- **RESOURCE:** [Center on PBIS \(Tier 2\)](#) - CLICK to access.

MTSS: Tier 3 Supports

- Tertiary - intensive, individualized and appropriate for approximately 5% of students.
- Some children may benefit from intensive supports that are designed to meet the specific needs of an individual child.
- Tier 3 provides more intensive support. These are often explicit, focused interventions that occur individually or in very small groups in addition to Tier I practices and sometimes Tier II practices as well.
- **RESOURCE:** [Center on PBIS \(Tier 3\)](#) - **CLICK to access.**

Oregon Resources:

- [Proactive systematic approaches](#)

National Resources:

- [Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders; OSEP Policy Support 22-01](#)
- [Multi-Tiered System of Support Blueprint \(mass.edu\)](#)
- [Creating and Sustaining Discipline Policies That Support Students' Social, Emotional, Behavioral, and Academic Well-Being and Success: Strategies for School and District Leaders \(ed.gov\)](#)
- [Universal Design for Learning \(UDL\) - Notre Dame Learning \(nd.edu\)](#)
- [Wraparound Basics or What Is Wraparound: An Introduction \(pdx.edu\)](#)
- [Creating Communities of Belonging for Students with Significant Cognitive Disabilities](#)