

MTSS-B is a positive school-wide Multi-Tiered System of Supports for Behavior that guides and supports SouthWest High School to create safe, successful, and positive learning environment and culture for everyone.

MTSS-B UPDATE @ LSW

Lincoln Southwest High School

January 2021

SOAR Student Recognition

The purpose of this recognition is to reinforce positive student behavior by acknowledging it and providing specific positive feedback.

We we received **588** student recognitions in December and January! That is a record so far this year!
Keep acknowledging your students' positive behavior!

Silver Hawk Teacher Recognition Blitz December 2020 and January 2021

Thank you, teachers, for helping our students SOAR!



Charlie Bittle



Tammy Cunningham



Michael Geist



Mariah Reicks



Sasha Van Zandt



Adam Brady



Lisa Bales



Amy Derowitsch



Robert Giovanazzi



Thomas Nettleton

Booster Lesson Dates:

February 24 (B Day) – Asking Teachers for Help; March 24 (A Day) – TBA; April 28 (B Day) – TBA

January 20th Lesson Data

Lesson: "Managing Stress and Difficulty"

1011 students participated in the lesson survey.

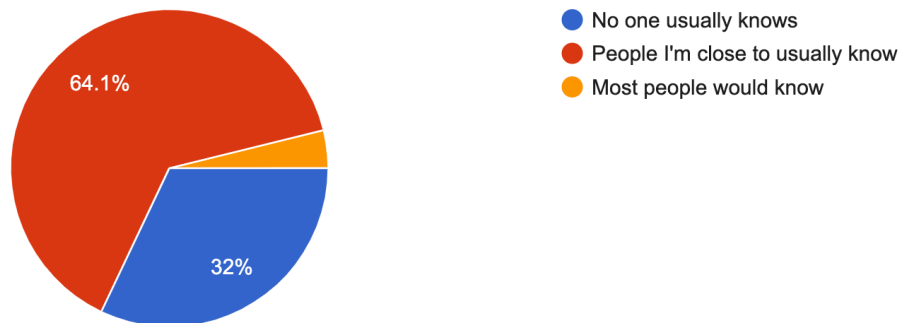
When asked to identify what students needed help with, the top three issues indicated by our students were:

1. Managing time and prioritizing
2. Planning and setting goals
3. Ruminating and negative thoughts

We also asked students to finish the following sentence:

When things are difficult for me...

1,011 responses



1/3 of our students indicated that no one usually knows if they have difficulties. It is a great number of students, and we would like to emphasize that building relationships with our students is extremely important. We will continue to build safe, successful, positive learning environment and culture for everyone.

Our LSW Mental Health Team is reaching out to certain students. As your MTSS-B committee, we will continue to use this data to support all of our students.

As the saying goes, "If you can predict it, you can prevent it." At LSW we focus on prevention in the following ways:

- Clear expectations
- Predictable routines and procedures
- Active supervision
- Intentional student engagement
- Thoughtful room arrangement

These practices can be applied outside school, too. For example, if your child struggles with leaving on time, having a set routine could help with this. It might sound like, "Remember where we agreed your device will go? I look forward to you putting it there and having time for us to talk with each other on the way." Then, immediately watch for the agreed upon behavior and let them know you appreciate it. Let us know if you have tried any of these ways of prevention outside of school.