Michigan's MTSS Technical Assistance Center (MiMTSS TAC)

formerly Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

Module 2: Introduction to Terminology and Implementation Research

2020-2021

MICHIGAN Department of Education

Group Expectations

Be Responsible

- Attend to the “Come back together” signal
- Active participation…Please ask questions

Be Respectful

- Please allow others to listen
  - Please turn off cell phones
  - Please limit sidebar conversations
- Share “air time”
- Please refrain from email and Internet browsing

Be Safe

- Take care of your own needs

Team Roles

- **Facilitator:** lead discussions and activities to keep the team moving forward
- **Recorder:** keep written documentation of key discussion points, decisions, and next steps
- **Time Keeper:** keep track of time and bring the team back together

Purpose

This module provides District Implementation Teams with a common understanding of frequently used terminology related to implementation research and implementation of MTSS.

Intended Outcomes

- Define a District Implementation Infrastructure
- Define frequently used terminology related to use of a Multi-tiered System of Supports (MTSS)
- Outline research-supported practices for high-quality implementation
- Identify resources to support installation of MTSS

Agenda

1.0 Introducing Important Terminology

2.0 Installation of a District Implementation Infrastructure

Use of Module 2 Learning

- Immediate use because subsequent modules will reference implementation research and include the newly defined terminology

Connection to the MDE MTSS Practice Profile

- This module will introduce you to the MTSS Practice Profile and critical sources of information that were used to write its contents (e.g., implementation science research, District Capacity Assessment)

1.0 Introducing Important Terminology

Terminology

1. District Implementation Infrastructure
2. District Capacity Assessment (DCA)
3. Multi-Tiered Systems of Support (MTSS)
4. Effective Innovation (EI)
5. Implementation Science

1. District Implementation Infrastructure

- Intended to ensure **innovations** (e.g., programs, practices, or frameworks like MTSS) can be used well, scaled-up across grade levels and schools within the district and sustained overtime.
- Your district will be installing a district implementation infrastructure to support the use of a MTSS framework

District Infrastructure Components

- District Implementation Team
- Effective Innovation Alignment Process
- Effective Innovation Review, Selection, De-selection Process
- Staff recruitment and selection process
- Staff development process
- Communication plan
- Barrier removal process
- Coaching System
- Implementation plan
- Data analysis and use (at district and school levels)

2. District Capacity Assessment (DCA)

- Focus is on developing the district's knowledge, skills and abilities to **select, support, scale-up** and **sustain** the use of effective innovations
- Bi-annual, DIT self-assessment: typically assessed in August/September and February
- Responses are framed around an effective innovation
- The effective innovation you will frame the DCA around:
  - Behavior and reading MTSS framework
  - Multi-tiered behavior framework

Baseline DCA Data

- Collected in the spring/ summer
- Central office and school principals were the respondents because:
  - District Implementation Team hadn’t been formed
  - They had more background knowledge about the existing district-level processes or procedures that are the focus of the DCA

Activity 1.1

- **Access your copy of the DCA following documents:**
  - **Copy of the DCA (behind DCA tab)**
  - **DCA Item Report**
- **Your Implementation Specialist and Coordinator are going to provide a brief overview of the DCA and a summary of the district's baseline DCA data**

3. Multi-Tiered Systems of Support (MTSS)

- A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child.
- MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes.
- The five essential components of MTSS are inter-related and complementary.
- The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed."

(MDE MTSS Leadership Team, 2018)

MTSS Essential Components

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions, and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making

(MDE MTSS Team, 2018)

Connections to the MDE MTSS Practice Profile

- Each module will have 1-2 slides focusing on how its contents align to the MTSS Essential Components
- Your Coordinator and Implementation Specialist will increase your familiarity with the contents within the MTSS Practice Profile during this training series
- The purpose of engaging in the learning is to help everyone on the team understand how the district's emphasis on MTSS is aligned with MDE's MTSS philosophy

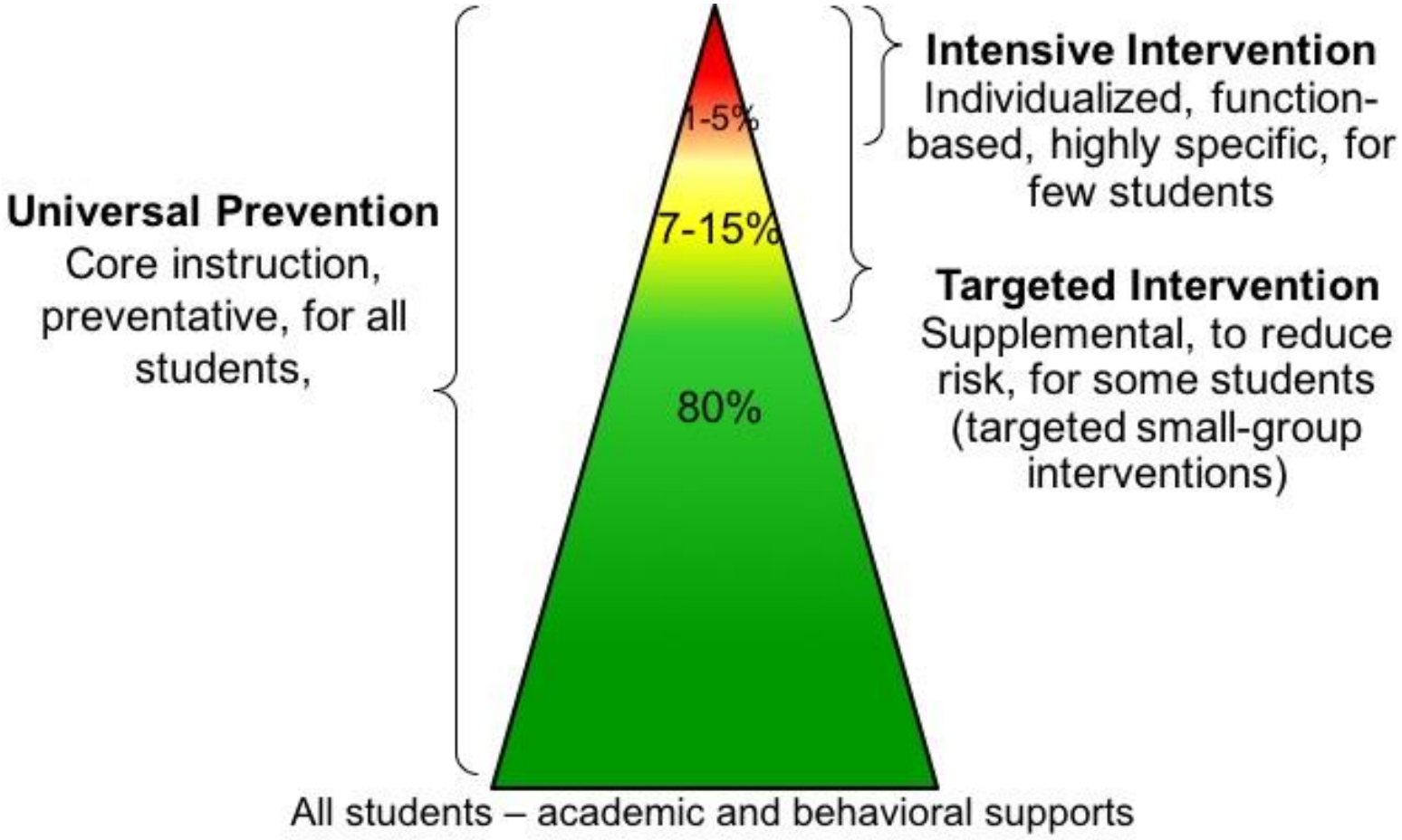
District Infrastructure to Support MTSS

- Development of a district implementation infrastructure is necessary for effective implementation of a MTSS framework
- The district and school work over the course of MiMTSS TAC partnership is designed to help districts achieve the highest level of use for each of the MTSS Essential Components

Activity 1.2

- **Access the document titled “Installing a District Implementation Infrastructure”**
- **Your Implementation Specialist will provide an overview of the district infrastructure work and how it supports and aligns with state priorities for MTSS**

Visual Representation of MTSS



Elementary MTSS

- Positive Behavioral and Intervention Supports (PBIS) and Social-emotional behavioral supports
- Big Ideas of Reading (Essential Components of Reading)
- Evidence-based core reading program
- Explicit instruction
- Reliable, valid screening, progress monitoring assessments
- Data-based decision making across the school, grade level, and individual student levels
- Teaming structures to support implementation efforts (e.g., school, grade, individual student)

Secondary MTSS

- Positive Behavioral and Intervention Supports (PBIS) and Social-emotional behavioral supports
- Big Ideas of Adolescent Reading
- Before, during, after comprehension strategies for students to understand what is in their core subject area text and other class reading materials
- Explicit instruction
- Reliable, valid assessment to the best extent possible
- Data-based decision making across the school, grade level, and individual student levels
- Teaming structures to support implementation efforts (e.g., school, cross-department, department, individual student)

Activity 1.3

- **A common understanding of MTSS and its components will need to be developed across all schools**
  - **Consider your level of background knowledge and experience in MTSS, as well as your colleague's background knowledge and implementation experience**
  - **Access "MTSS Talking Points" in your binder**
  - **Generate a list of questions people may ask about MiMTSS TA Center or MTSS and any talking points you will want to revisit and share**

4. Effective Innovation

- A set of defined practices used in schools to achieve outcomes that have been empirically proven to produce desired results
- To be an effective innovation, the practices should be proven to be “usable:”
  - Teachable, learnable, doable, and readily assessed in practice
  - Used with fidelity
  - Scaled-up across the schools within the district
  - Use can be sustained over time
  - Evidence to demonstrate improved outcomes

MiMTSS TAC Supported Effective Innovations

- All three meet the “usable” criteria and the criteria to be considered an “effective innovation”
- Elementary and secondary schools will learn to integrate the data, systems, and practices associated with the effective innovations to maximize outcomes

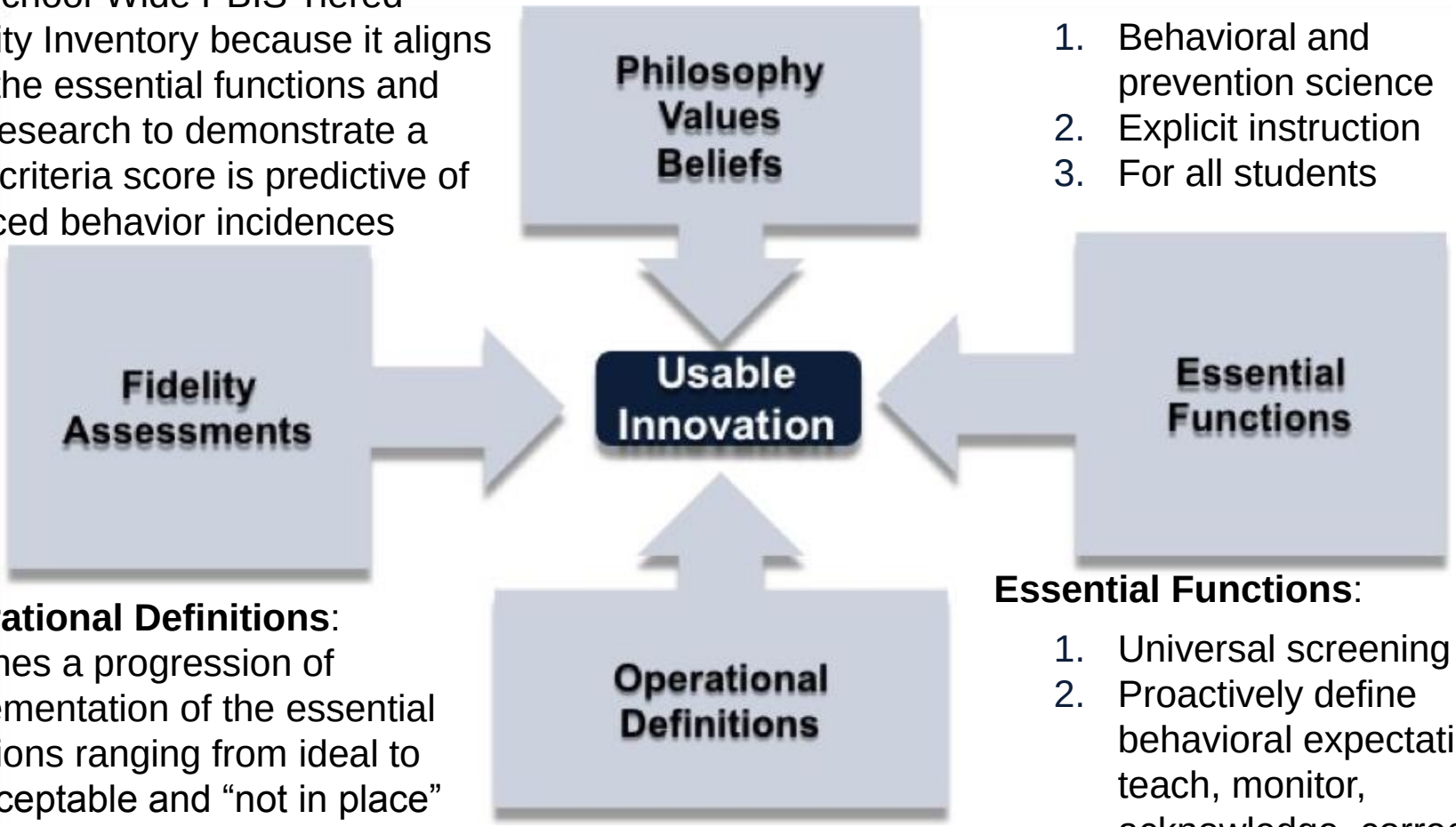
1. PBIS (elementary and secondary)
2. School-Wide Reading Model (elementary)
3. Secondary Content Area Reading Model (secondary)

Supported Effective Innovations (cont.)

- From this point forward, we will refer to the effective innovation as an “integrated behavior and reading MTSS framework” or a “multi-tiered behavioral framework”
- The elementary and secondary professional learning scope and sequences are developed to provide initial teaching in the essential components of the three usable innovations

PBIS Usable Innovation

Fidelity Assessment: example is the School-Wide PBIS Tiered Fidelity Inventory because it aligns with the essential functions and has research to demonstrate a 70% criteria score is predictive of reduced behavior incidences



Philosophy based on:

1. Behavioral and prevention science
2. Explicit instruction
3. For all students

Operational Definitions: Outlines a progression of implementation of the essential functions ranging from ideal to unacceptable and “not in place”

Essential Functions:

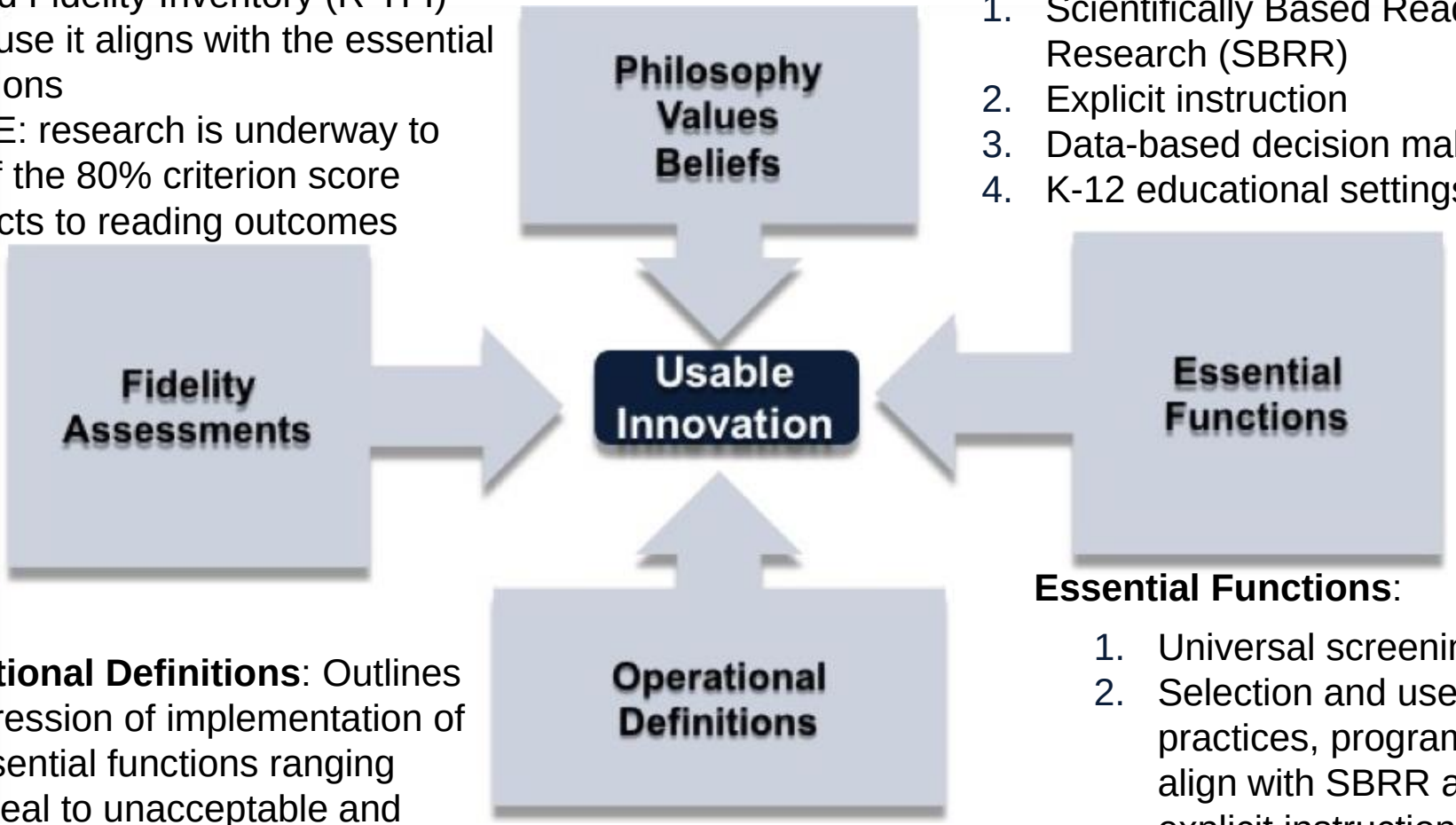
1. Universal screening
2. Proactively define behavioral expectations, teach, monitor, acknowledge, correct, use data

School-Wide Reading Model Usable Innovation

Fidelity Assessment: Reading Tiered Fidelity Inventory (R-TFI) because it aligns with the essential functions
NOTE: research is underway to see if the 80% criterion score predicts to reading outcomes

Philosophy based on:

1. Scientifically Based Reading Research (SBRR)
2. Explicit instruction
3. Data-based decision making
4. K-12 educational settings



Operational Definitions: Outlines a progression of implementation of the essential functions ranging from ideal to unacceptable and "not in place"

Essential Functions:

1. Universal screening
2. Selection and use of practices, programs that align with SBRR and explicit instruction
3. Teaming structures

Activity 1.4

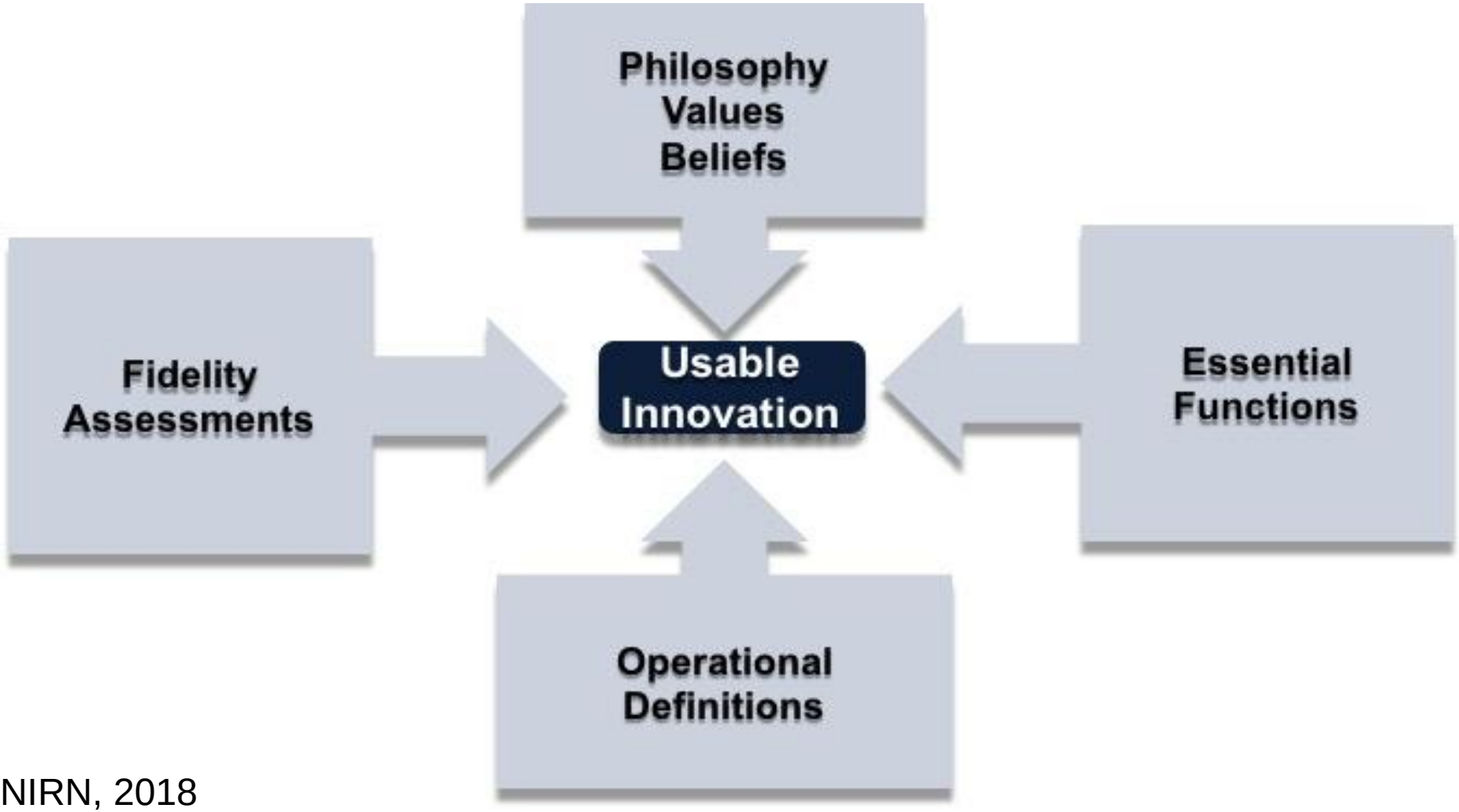
- **Access “MTSS Talking Points” in your binder**
- **Add any additional questions or information that you would want to share with staff given any new learning regarding MiMTSS TAC supported effective innovations**
- **Be prepared to share out**

5. Implementation Science

- Ways to successfully use innovations as intended and to sustain their use while scaling-up across settings to replicate improved outcomes
- Encompasses the following components:

1. Usable innovations
2. Implementation stages (explained further in next slide)
3. Implementation drivers (further explained in two slides)
4. Teams
5. Improvement cycles (data-based decision making)

Usable Innovation Components



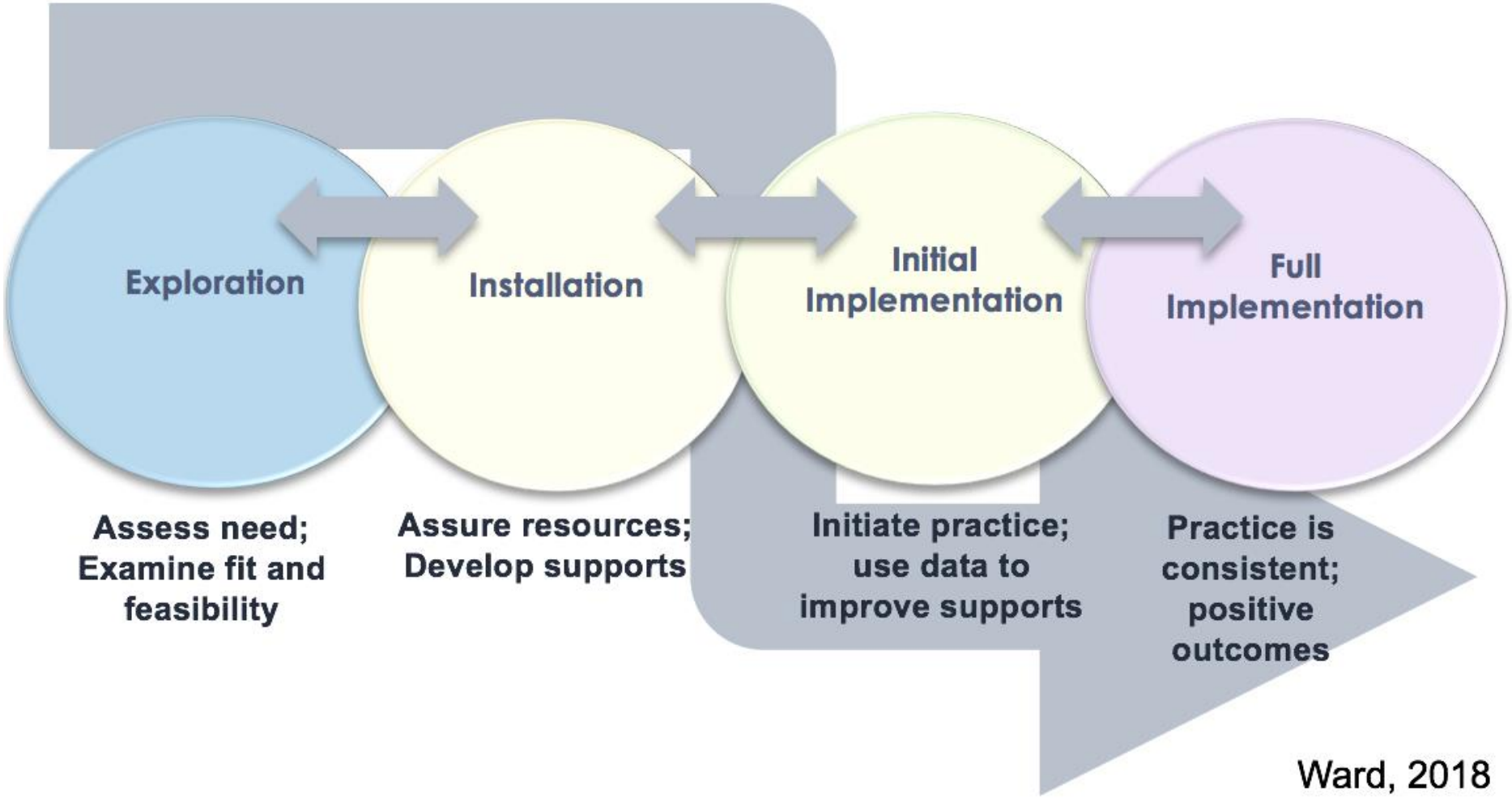
NIRN, 2018

Usable Innovation Current Reality

- Approximately 5-15% of effective innovations across disciplines (e.g., education, criminal justice) meet the “usable” criteria
- This current reality can help explain why it is difficult to use innovations as intended, sustain their use, and scale-up the use across settings

(Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013) ; Moncher & Prinz, 1991;Gresham, et al., 1993; Dane & Schneider, 1998; Durlak & DuPre, 2008)

Stages of Implementation



Implementation Drivers

- Intentional supports in three critical areas that will “drive” the use of the effective innovations forward:
  1. Leadership
  2. Organization (infrastructure)
  3. Competency

Implementation Team: Making it Happen

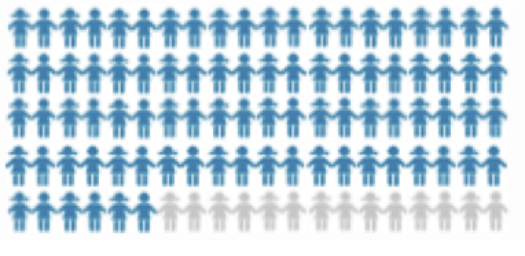
No Implementation Team

From "Letting it Happen"

14% of sites were at full implementation in 17 years

Only 10% of reforms were used with fidelity after 5 years of funding
(Aladjern & Borman, 2006)

Expert Implementation Team

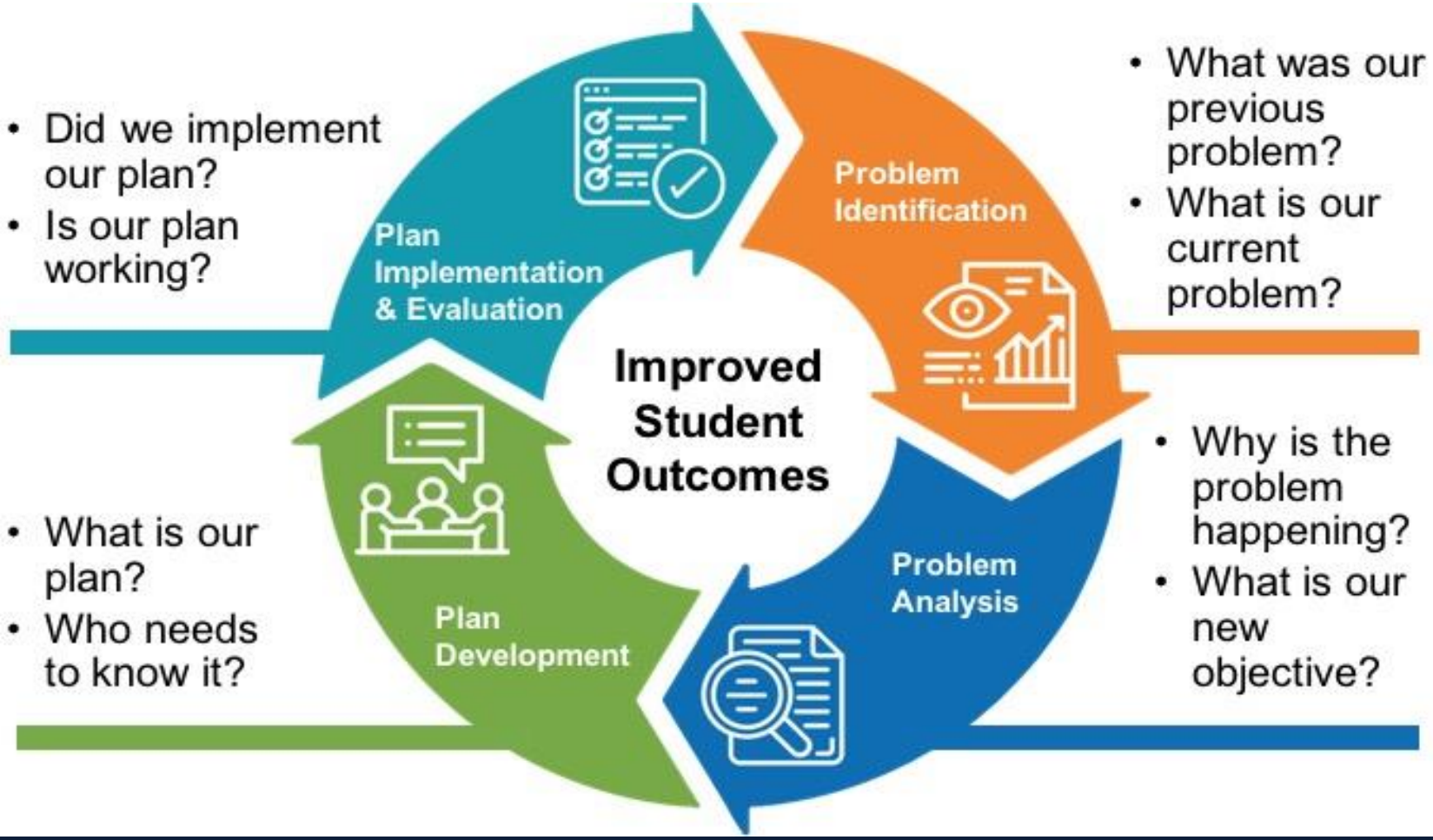


To "Making it Happen"

80% of sites were at full implementation in 3 years

Ward, 2018

Improvement Cycles
(Data-based Decision Making)



Activity 2.4

- **Independently complete the following tasks:**
  - **Add any additional information or talking points related to implementation science to the "MTSS Talking Points" in your binder**
  - **Complete the Terminology Review on the next slide**
- **Your Implementation Specialist will share out the answers to the review**

Terminology Review

1. Defined set of practices that are teachable, learnable, doable and readily assessed in practice
2. Ways to successfully use innovations as intended and to sustain their use while scaling-up across settings to replicate improved outcomes
3. DIT self-assessment developing the district's knowledge, skills, and abilities to **select**, **support** the successful use, **scale-up** and **sustain** the use of effective innovations
4. Framework that encompasses multiple components for providing instruction to students at, above, or below grade level

a. Implementation Science
b. MTSS
c. Effective Innovation
d. District Capacity Assessment

2.0 Installation of a District Implementation Infrastructure

DIT Installation Series: Year 1

- Day 1:
  - DIT Orientation
  - Intro to Terminology and Research
  - DIT Development
  - Developing EI Fluency: PBIS
- Day 2
  - Recruiting, Selecting and Supporting Staff
  - School Readiness
  - Coaching System

DIT Installation Series: Year 1 (cont.)

- Day 3:
  - Communication and Barrier Removal
  - Data Coordination and Assessment System
  - Evaluating Training Effectiveness
- Day 4:
  - Effective Innovation Alignment
  - Effective Innovation Review and Selection
- Day 5:
  - District Data Analysis and Use
  - Developing EI Fluency: Tier 1 Reading or CICO

MiMTSS Data System

- MiMTSS TA Center's primary system used for housing data and training event information, as well as for grant reporting
- Summarizes installation progress for districts and schools
- Dashboards and reports are designed for alignment with MiMTSS data review process at the school, district, and ISD levels

Unique Features of MiMTSS Data System

- A single and SIMPLE point of data entry (school-level) that aggregates data up to the district, ISD, and state levels
- A place to enter and analyze capacity and fidelity data that are not hosted in any other data system
- Dashboard designs are as based on principles for effective display of data and information processing

Activity 2.1

- **As a member of the DIT, you will need to update your contact information in the MiMTSS Data System records**
- **Your Implementation Specialist and Coordinator will assist you in navigating the Data System, updating your records, and assign you district-level access to MiMTSS once your contact information is updated**

Activity 2.1 (cont.)

- **Your Implementation Specialist and Coordinator will provide an overview of the MiMTSS Data System District Dashboard and District Installation Checklists**

Assignment

- **Access the District Installation Checklist in MiMTSS Data System to review the activities assigned for Module 1 and 2**
- **You will be asked to update your progress on a regular basis until all installation activities are completed**