Shared MTSS Understanding Using the Practice Profile

Session 1

mimtsstac.org

Acknowledgments

The content for this training day was developed based on the work of:

- MDE's MTSS Practice Profile

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- Trainers will provide a preview of the survey and provide you with the link at the end of this session

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Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:

  - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)

- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Purpose

This webinar series is designed to prepare ISD leaders and staff to understand the MDE MTSS Practice Profile and use it as a starting point for creating internal capacity to develop and support the use of the components with an MTSS framework.

Intended Outcomes

- Identify the five MTSS Essential Components

- Relate the critical information within the Essential Components with additional MTSS related professional learning available to ISDs for capacity-building efforts

- Measure staff readiness to begin to develop a plan for MTSS Implementation efforts

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Agenda

Session 1

- 1.0 Why MTSS?

- 2.0 MTSS Essential Components & ISD Supports

Session 2

- 3.0 Interactive Review

- 4.0 Available Technical Assistance

- 5.0 Readiness: Potential Next Steps

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1.0 Why MTSS?

Activity 1.0

Based on what you read as part of the pre-work for today in the FAQ and/or your previous experience/knowledge of MTSS:

- What might be some of the reasons we are talking about MTSS?

- How does MTSS help districts to meet requirements?

Please add your thoughts to the chat.

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Benefits of MTSS

- Promoted nationally and internationally

- Framework comprised of evidence-based practices

- Designed to meet the needs of ALL learners

- Can be applied to both academic and non-academic content areas to address needs of the whole child
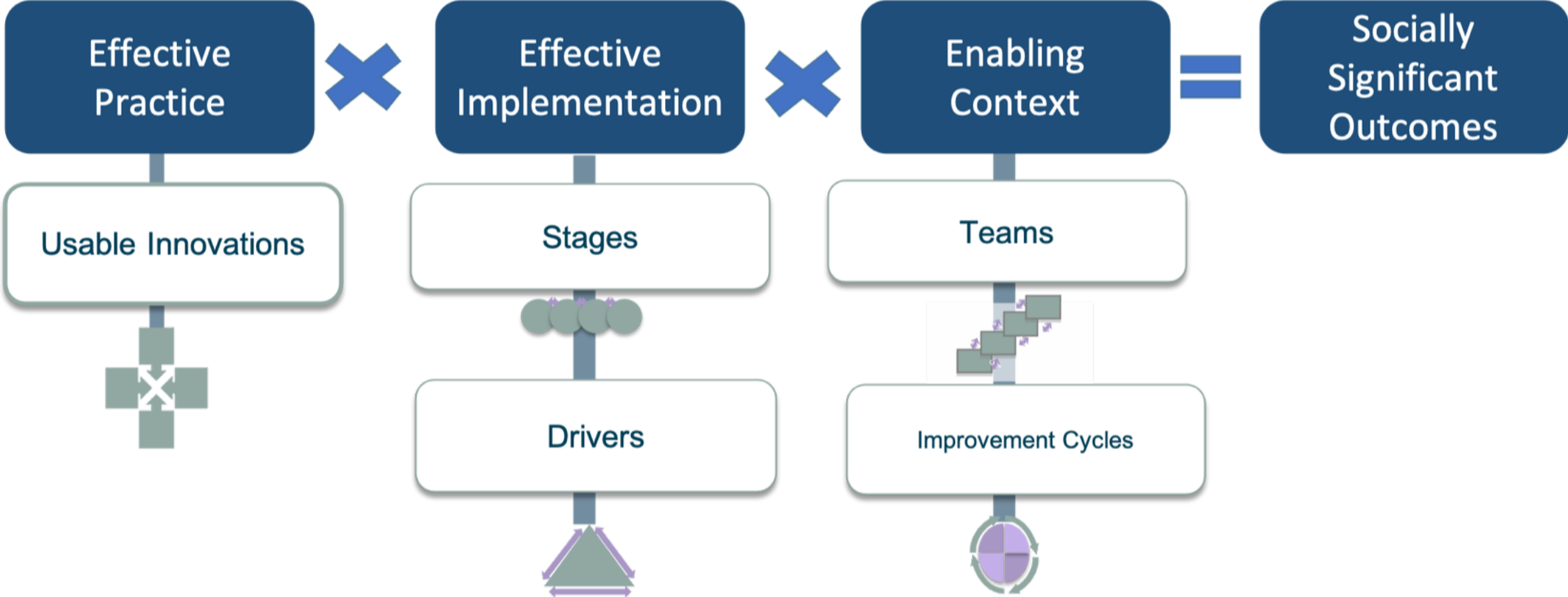
(Freeman, R., Miller, D., & Newcomer, L., 2015)

Benefits of a Framework

- ISDs and Districts/Schools are working to implement many things
  - State Mandated
  - State Funded
  - ISD selected
  - District selected
- Want to get to full implementation and sustainability so that outcomes are realized

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MDE's MTSS Scale Up Efforts

- MDE receives targeted technical assistance from the State Implementation and Scaling-Up of Evidence-Based Practices (SISEP)

  - To continue to apply the learning for implementing best practices ("implementation science")

  - MTSS chosen as first innovation to apply learning towards

Formula for Success

Effective Practice $\times$ Effective Implementation $\times$ Enabling Context $=$ Socially Significant Outcomes

Usable Innovations

Stages

Drivers

Teams

Improvement Cycles

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Activity 1.1

Poll: Rate your current knowledge/experience with the MDE MTSS Practice Profile.

3= I am confident that I understand the concepts and can apply/support the application of the concepts to district contexts

2= I understand the concepts but am unclear about how to apply/support districts in applying the concepts to their contexts

1= I understand some of the concepts

0= I haven't had a chance to look beyond the cover

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Making MTSS Usable: Developing the Practice Profile
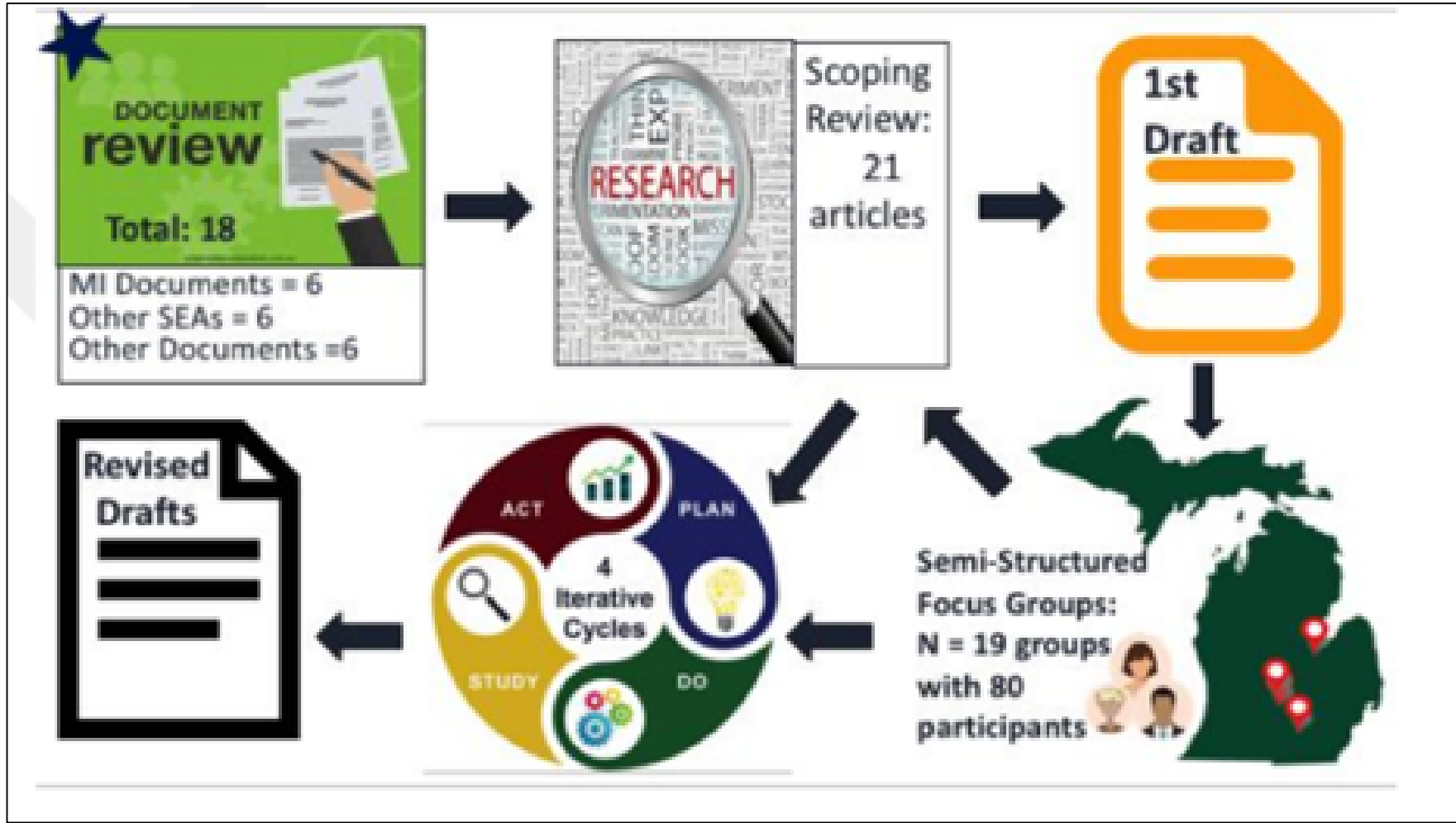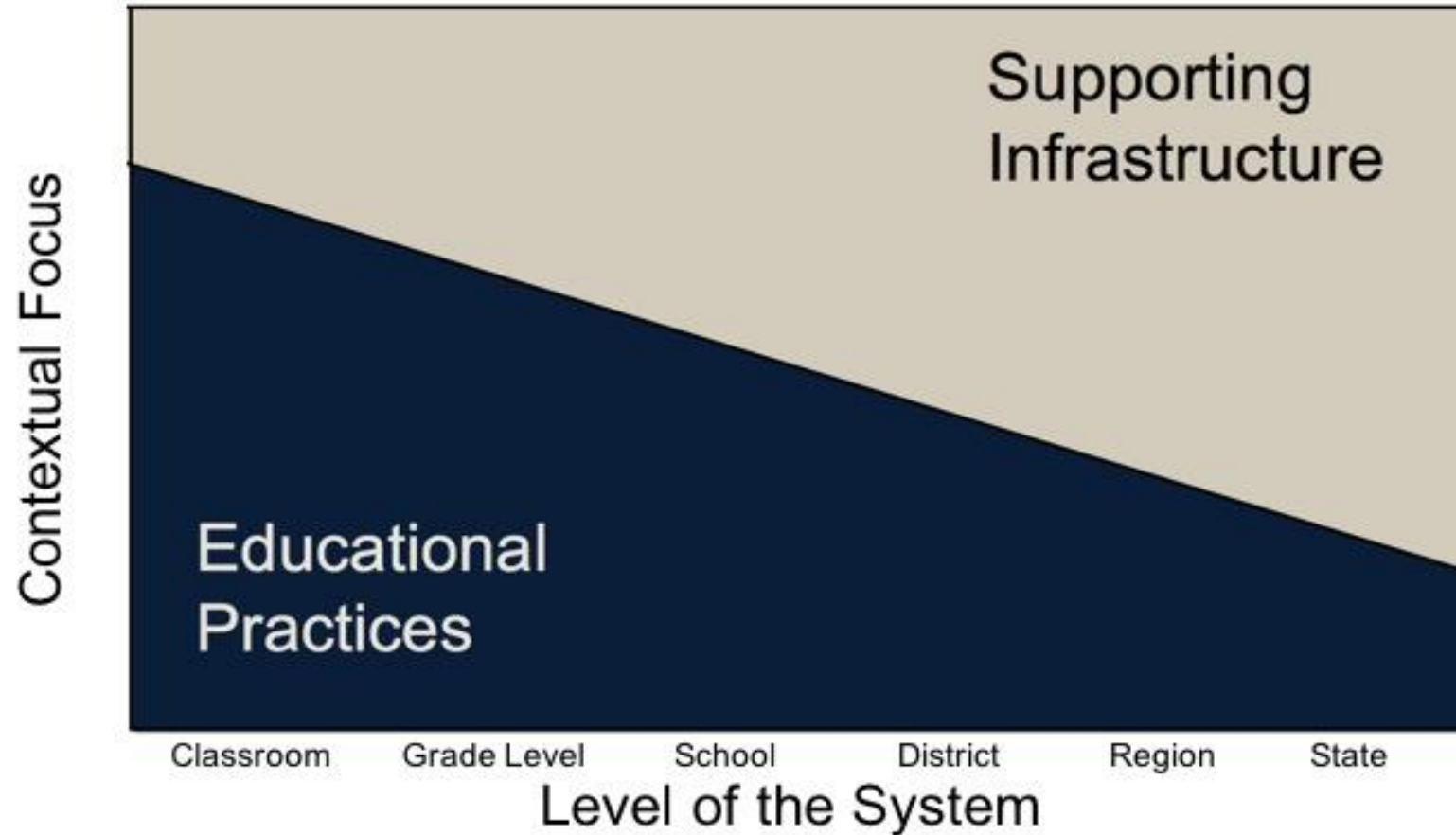

(MDE, 2018)

Purpose of MTSS Practice Profile

- Create shared understanding
- Clearly define standards or expectations
- Describe actions that a **district** should take to develop and implement an MTSS framework at intended
- **Collective Understanding across the educational cascade**
- <u>**Ultimate goal: Districts implement MTSS with high quality to improve outcomes for all learners**</u>

Alignment across the cascade

Framework for Addressing Practice and Supports

Supporting Infrastructure

Educational Practices

Contextual Focus

Classroom | Grade Level | School | District | Region | State

Level of the System

McIntosh and Goodman, 2016

18

When Used Alone…

- Diffusion/Disseminating of information

- Training

- Passing laws/mandates/regulations

- Providing funding/incentives

- Organization change/reorganization

Does NOT result in use of practices/innovations as intended

Return on Investment is 5-15%

State MTSS Priorities Reflected in Legislation

- Section 31a

- 35a

- 54b

- Dyslexia bills

Section 31a Excerpt

31a-funding to address literacy and numeracy, K-12 must implement a multi-tiered system of supports that is an evidence based framework that uses data driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The multi-tiered system of supports described in this subsection must provide at least all of the following essential components:

- (a) Team-based leadership.

- (b) A tiered delivery system.

- (c) Selection and implementation of instruction, interventions, and supports.

- (d) A comprehensive screening and assessment system.

- (e) Continuous data-based decision making.

Section 31a APFR

2020 31a Annual Program and Fiscal Report (APFR) revealed:

- 74% of districts indicate they receive professional learning and/or technical assistance from their ISD to support K-12 MTSS implementation
- Almost 50% of districts referenced student-level progress monitoring data as the fidelity measure, indicating a potential lack of understanding of fidelity across the state

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Activity 1.2

In the chat, add one thought or reaction to the data from the 2020 31a APFR:

- 74% of districts indicate they receive professional learning and/or technical assistance from their ISD to support K-12 MTSS implementation

- Almost 50% of districts referenced student-level progress monitoring data as the fidelity measure, indicating a potential lack of understanding of fidelity across the state

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Section 35a Excerpt

35a. (a) In order to be eligible to receive funding, a district shall demonstrate to the satisfaction of the department that the district has done all of the following: (i) Implemented a multi-tiered system of support instructional delivery model that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. The multi-tiered system of supports must provide at least all of the following essential components:

- (A) Team-based leadership.

- (B) A tiered delivery system.

- (C) Selection and implementation of instruction, interventions, and supports.

- (D) A comprehensive screening and assessment system.

- (E) Continuous data-based decision making.

Proposed Dyslexia Legislation Excerpt

"Multi-tiered system of support (MTSS)" means a comprehensive framework that includes 3 distinct tiers of instructional support and is composed of a collection of evidence-based strategies designed to meet the individual needs and assets of a whole pupil at all achievement levels."

Section 54b

Allocates funding to the MiMTSS TA Center to develop state-wide capacity in supporting the behavioral components of an MTSS framework (PBIS) with an intended outcome of reducing incidences of Seclusion & Restraint

Additional Resources

- [Fiscal Guidance for Implementing MTSS](#)

- MTSS examples embedded into MICIP Process guide

- [Multi-Tiered System of Supports (MTSS) in Michigan's State School Aid Act](#)

2.0 MTSS Essential Components & ISD Supports

Multi-tiered System of Supports (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 Practice Profile, 2020)

MDE MTSS Practice Profile

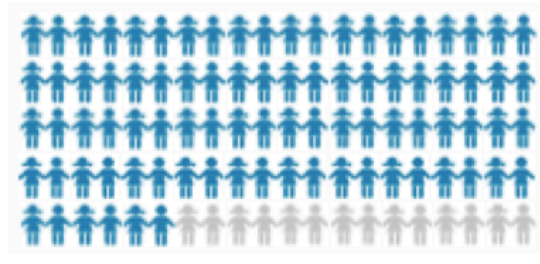(MDE 2020)

Team-Based Leadership

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

Team Based Leadership

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Multiple District Level Teams?

- DIT members should be included on the District Continuous Improvement Team when MTSS is a focus of continuous improvement

- DITs may serve as the District Continuous Improvement Team as long as:

  - Critical perspectives are represented on the team

  - Time is allocated to support implementation of MTSS AND continuous improvement efforts

District Implementation Team Formation: Recruitment and Selection

Examples of ISD Support: Team-Based Leadership

- Support paradigm shift with district & ISD Staff and communicate common vision for MTSS

- An ISD staff serves as an external coach to a district implementation team focused on building district infrastructure to support MTSS (concepts in MDE MTSS Practice Profile)

  - ISD External Coach administers DCA to support objectivity

- ISD staff serve as team members on school-level PBIS or School-wide Reading implementation team(s)

- ISD supports districts with problem solving opportunities when barriers to MTSS are lifted

- ISD staff support districts with the development of district and school-level implementation teams
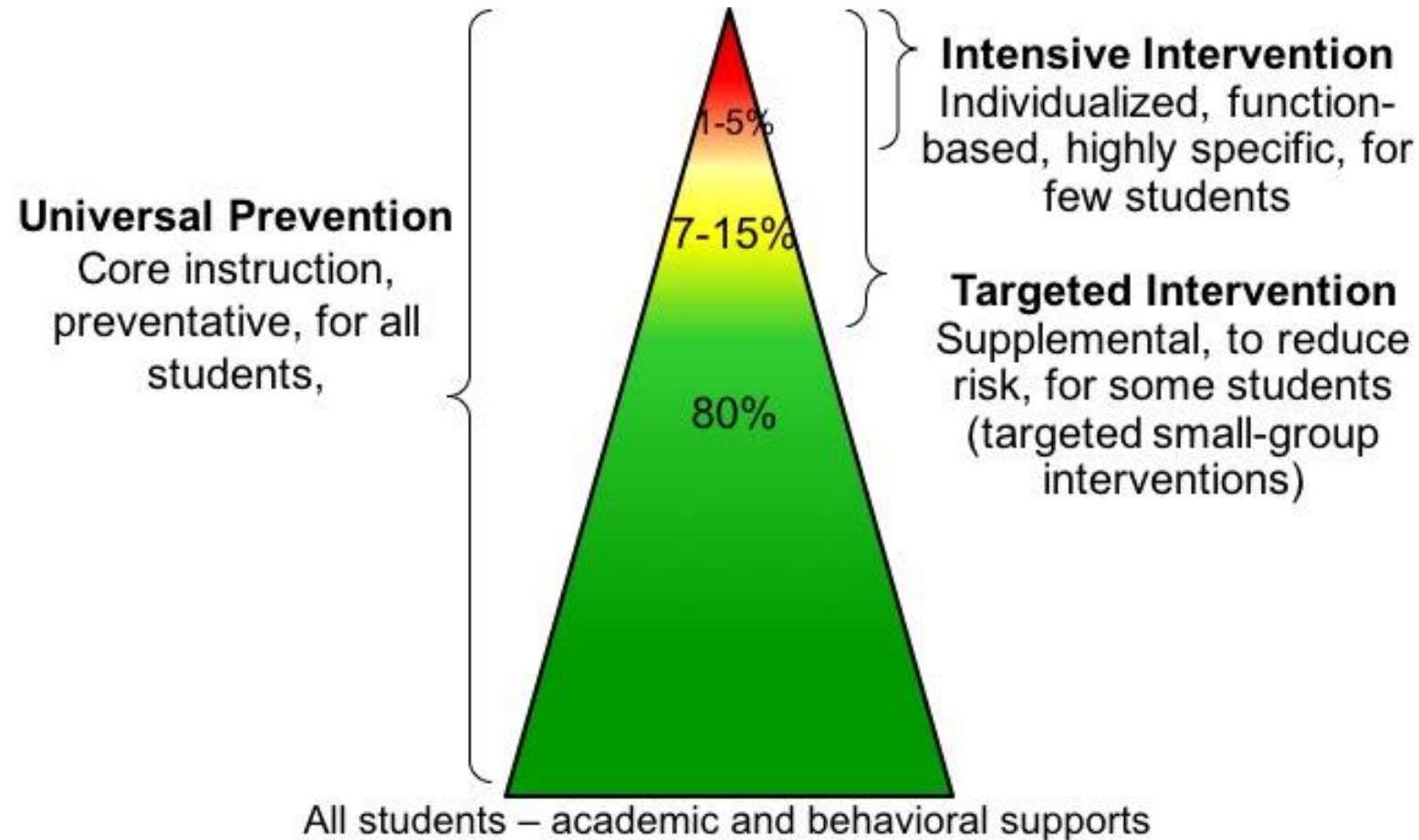
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Tiered Delivery System

Without a tiered delivery system, MTSS is not being implemented.

- Data systems and practices are defined at each tier
- A continuum of interventions are accessible to ALL learners, based on whole child needs
- District has guidance on how to intensify interventions to meet student needs

Tiered Delivery System (cont.)

All students – academic and behavioral supports

Intensive Intervention
Individualized, function-based, highly specific, for few students

Targeted Intervention
Supplemental, to reduce risk, for some students (targeted small-group interventions)

Universal Prevention
Core instruction, preventative, for all students,

1-5%

7-15%

80%

Examples of ISD Support: Tiered Delivery System

- ISD supports data, systems, and practices across tiers
    - ISD staff actively support strong Tier 1 systems and practices
    - ISD collaborates with districts to ensure best practices in designing and implementing intervention systems, available to all learners
    - ISD helps design special ed services that are in addition to and align with general education opportunities including access to all tiers of instruction, interventions and supports to meet whole child needs
- Provide training to districts about data, systems and practices across Tiers 1, 2 and 3

Selection & Implementation of Instruction, Interventions & Supports

- District has a written process to select or <u>deselect</u> instructional strategies, interventions & supports

- District team ensures that professional learning, coaching, materials, etc. are available to all implementing educators to ensure fidelity

- **Caveat**: the MTSS framework is as good as the practices and curriculum resources being used

Selection and Implementation of Instruction, Interventions, and Supports

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Common Misconception-Sameness

- "MTSS should look the same across districts and schools"

- "MTSS promotes sameness without taking into account unique needs of each district or school"

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Example of ISD Support

- ISD supports districts in the development and use of a review/selection process to objectively select/deselect initiatives
- ISD serves as a team member on a district team using a review/selection process providing expertise in areas like academic/content area, behavior, mental health, data measures

Comprehensive Screening and Assessment System

- District has a written process to select or <u>deselect</u> learner outcome, fidelity, and capacity assessments.
- District team ensures that annual professional learning are available to understand the purpose of the assessment, how to administer, score and interpret results
- Staff understand <u>when</u> data are collected and analyzed & <u>who</u> administers, scores and uses results

Comprehensive Screening and Assessment System

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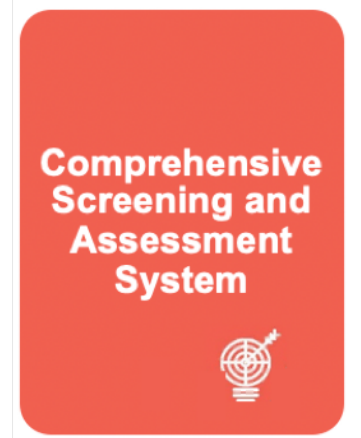
From Systems to Student Outcomes

- Need to apply MTSS to a specific content area (e.g., reading, behavior)

- Screening and Assessment Systems will match the content area MTSS is applied to (e.g., Curriculum Based Measure for Reading, Social/Emotional/Behavioral Screener for Behavior)

- Only when it is informing interactions between teachers and students will outcomes change as a result

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Measuring MTSS Implementation

MDE has selected the following measures to further guide implementation efforts:

- District Capacity Assessment to measure district infrastructure to implement and sustain MTSS efforts (the "stuff" in the MTSS Practice Profile)

- Reading Tiered Fidelity Inventory (R-TFI) to inform reading MTSS

- School-wide PBIS Tiered Fidelity Inventory (SW-PBIS TFI) to inform Behavioral MTSS

(MDE MTSS Practice Profile, 2020)

Assessment Use

District

- District Capacity Assessment (DCA)
  - MDE MTSS Practice Profile

School

Fidelity

- R-TFI (MTSS applied to Reading)

- SWPBIS TFI (MTSS applied to behavior)

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Fidelity

Definition: The implementation of a practice or program as intended by the researchers or developers

- To implement a practice or program with fidelity, you should:
  - Understand how to implement the EBP as intended
  - Gather and organize the resources necessary for implementation
  - Adhere to the essential features of the practice or program (outlined in fidelity assessments)
    - R-TFI, SWPBIS TFI, EWIMS Fidelity Tool (in development), Check-In Check-Out Intervention Checklist, etc.

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District Capacity Assessment (DCA)

- Typically completed by a District Implementation Team

- Responses are framed around an "Effective Innovation"

- Responses to the DCA can be framed around the defined components of an MTSS framework

- Data is used for on-going action planning and improvement

Activity 2.0

POLL: Which tools is your ISD currently supporting your districts/schools in using to support their implementation efforts? (Check all that apply)

- District Capacity Assessment (DCA)

- MDE MTSS Practice Profile

- Reading Tiered Fidelity Inventory

- PBIS Tiered Fidelity Inventory

- EWIMS Fidelity Tool

- Other

Examples of ISD Support: Comprehensive Screening & Assessment System

- ISD collaboratively develops screening and assessment system alongside district, taking into consideration resource allocations and unique contexts of districts, including which content area MTSS is being applied to.

- ISD builds capacity around some MTSS measures and local district build capacity around other measures

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Continuous Data Based Decision Making

Alignment with MICIP

- Continuous, not an isolated incident (pg. 35)

- Steps of the process (pg. 36)

- Prompts communication about efforts (pg. 37)

Continuous
Data Based
Decision
Making

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Example ISD support: Continuous Data Based Decision Making

- ISD supports district with MTSS data collection, organization and how to use multiple sources of data for decision making as part of the MICIP process

- ISD (co-)facilitates district continuous improvement meetings and/or prompts districts to prioritize time (and sometimes provides a physical space) to engage in continuous improvement

Activity 2.1

POLL: 2 questions

Which of the following components of the MTSS Practice Profile do you consider a strength of your organization? (check all that apply)

Which of the following components of MTSS Practice Profile do you consider an opportunity for growth for your organization? (check all that apply)

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Preview

Session 1

- 1.0 Why MTSS?

- 2.0 MTSS Essential Components & ISD Supports

Session 2

- 3.0 Interactive Review

- 4.0 Available Technical Assistance

- 5.0 Readiness: Potential Next Steps

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Assignment

Please bring to our next session:

- "MTSS Essential Components and Potential ISD Supports" document with the "stars" and notes you added

- MiMTSS TA Catalog

- MDE MTSS Practice Profile

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Stay Connected

- Check out the MiMTSS eNewsletter (https://www.michigan.gov/mde/0,4615,7-140-81376_86454-551524--,00.html)

- Sign up for the MiMTSS TA Center listserv (https://lp.constantcontactpages.com/su/ePs3zCv)

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References

Michigan Department of Education, (2020). Michigan Department of Education Multi-Tiered System of Supports Practice Profile vs 5.0, Lansing, Michigan.