



# County-wide MTSS Planning

## Session 1

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

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

- National Implementation Research Network (NIRN)
- Several Michigan Intermediate School Districts
- PBIS Implementation Blueprint

# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# 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
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# 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

Engage leaders with diverse perspectives across the ISD in  
MTSS Planning

# Intended Outcomes

- Consider the MTSS readiness and needs of local districts
- Assemble a team of ISD leaders to engage in county-wide MTSS Planning
- Determine how to leverage or develop capacity to meet county-wide MTSS implementation needs

# Agenda

## Day 1

- 1.0 Cascade of Support for MTSS
- 2.0 Implementation Science
- 3.0 MTSS Effective Innovations
- 4.0 Effective Implementation

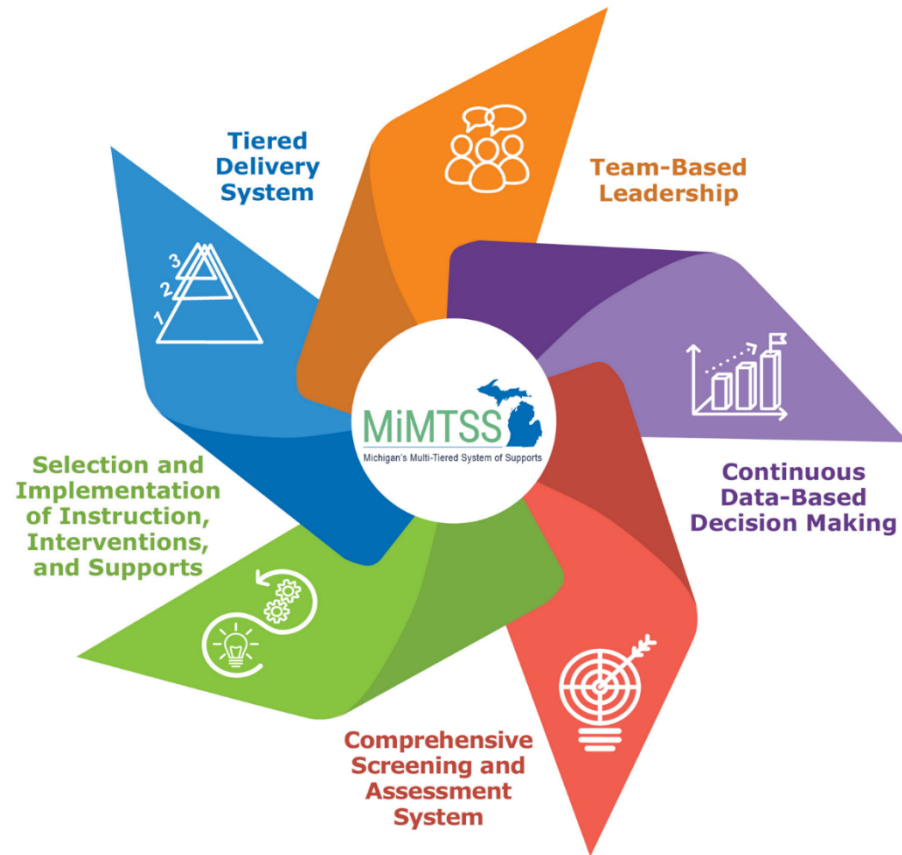
## Day 2

- 5.0 Interactive Review
- 6.0 Teams
- 7.0 Applying Implementation Science to County-wide MTSS Planning
- 8.0 Next Steps



# 1.0 Cascade of Support for MTSS

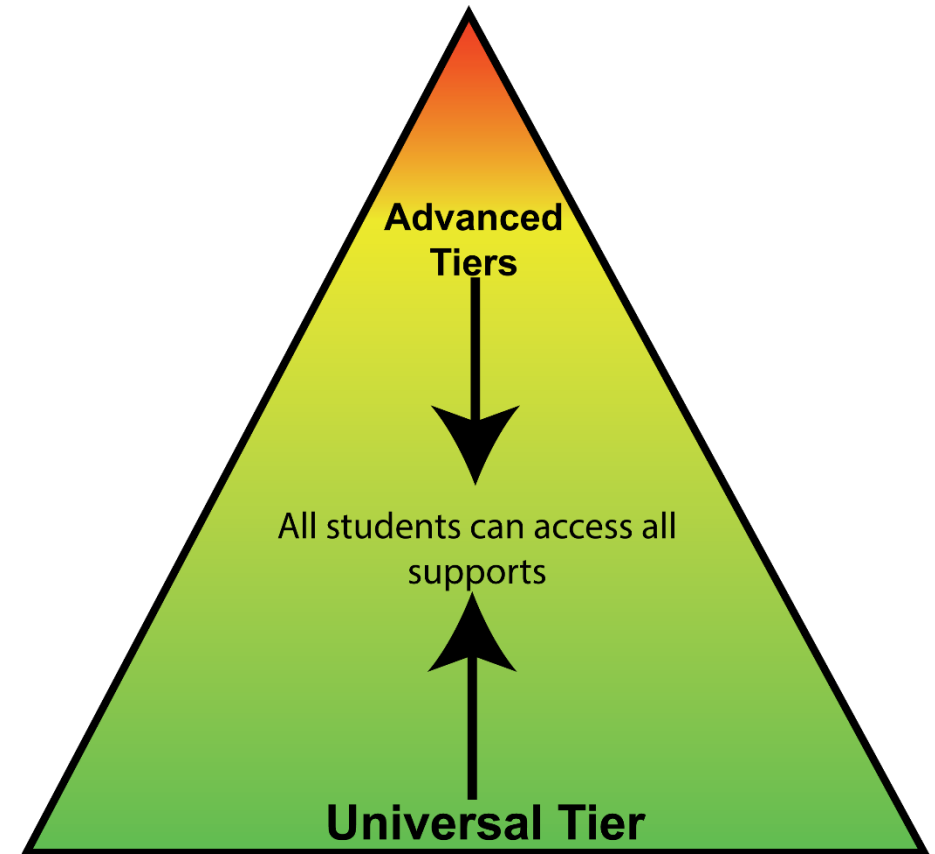
# MTSS Defined



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 at all achievement levels.

# Tiered Delivery System

Framework that provides instruction, interventions, and supports intended to meet the needs and assets of the whole child and are organized along a continuum. Tiers are intended to be layered with intensification of supports matched to learner need.

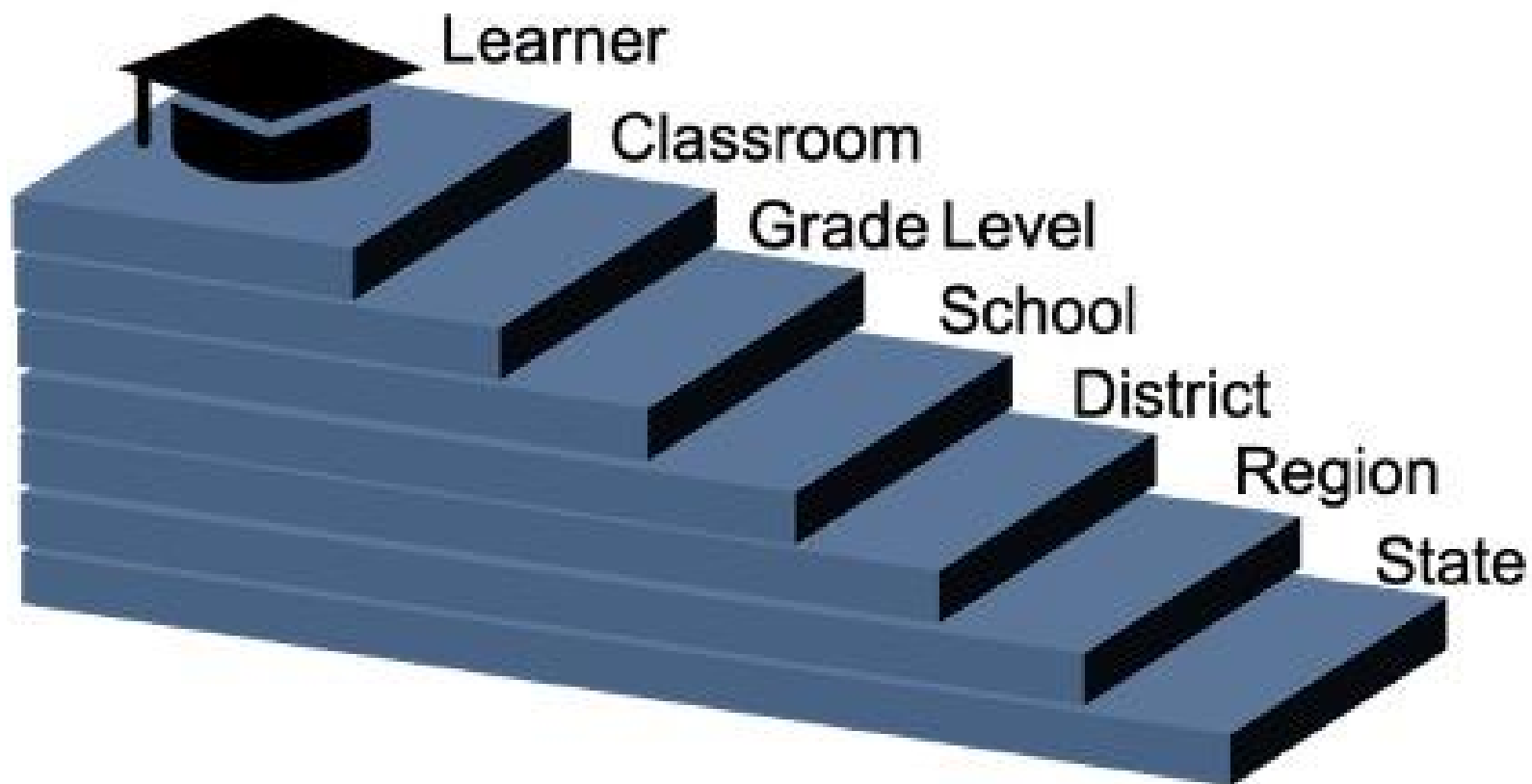


# MTSS: A Michigan Priority

## MTSS is in Legislation

- Section 31a
- 35a
- 54b
- Proposed Dyslexia bills
- [Multi-Tiered System of Supports \(MTSS\) in Michigan's State School Aid Act](#)

# Cascade of Support



# Michigan Department of Education Supports

- Defines MTSS within a Michigan context
  - [MDE MTSS Practice Profile](#)
- Offers guidance on how to coordinate funds for MTSS
  - [Fiscal Guidance for Implementing MTSS](#)
- Identified a technical assistance center to provide professional learning, resources and examples
  - [MiMTSS TA Center](#)
  - [MiMTSS Data System](#)

# ISD Supports for MTSS

- Visioning
- Readiness Activities
- Championing
- Training
- Coaching
- Data Coordination

A majority of districts in Michigan access district and school level MTSS professional learning and technical assistance from their ISD

# District Actions for MTSS Implementation

- Assess district needs
- Select focus area(s) for MTSS Implementation
- Develop a plan
- Ensure implementers have access to training, coaching, data coordination supports matched to need and area(s) of focus
- Collect, examine and use data to inform continuous improvement efforts





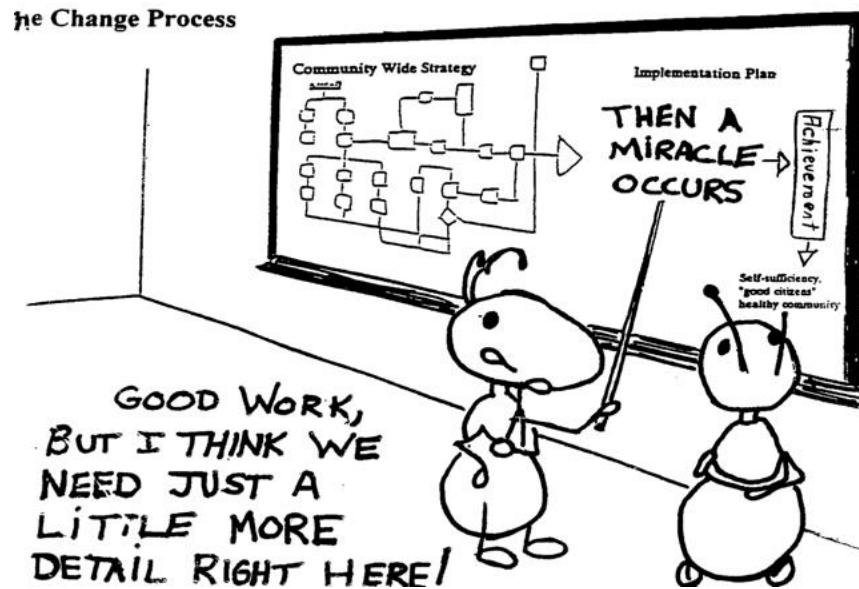
## Activity 1.1

The ISD plays an essential role in supporting implementation of programs and practices within an MTSS framework at both the district and school levels.

Why does your ISD want to engage in county-wide planning related to supporting schools with implementing programs and practices within an MTSS framework?

## 2.0 Implementation Science

# Implementation-Defining the “Miracle”



Implementation Science refers to the “methods” or techniques used to enhance the adoption, implementation, and sustainability” of an intervention

Implement=Use

(Powell et. Al., 2015)

# Science to Service Gap

**Research and  
Evidence of Best  
Practices**

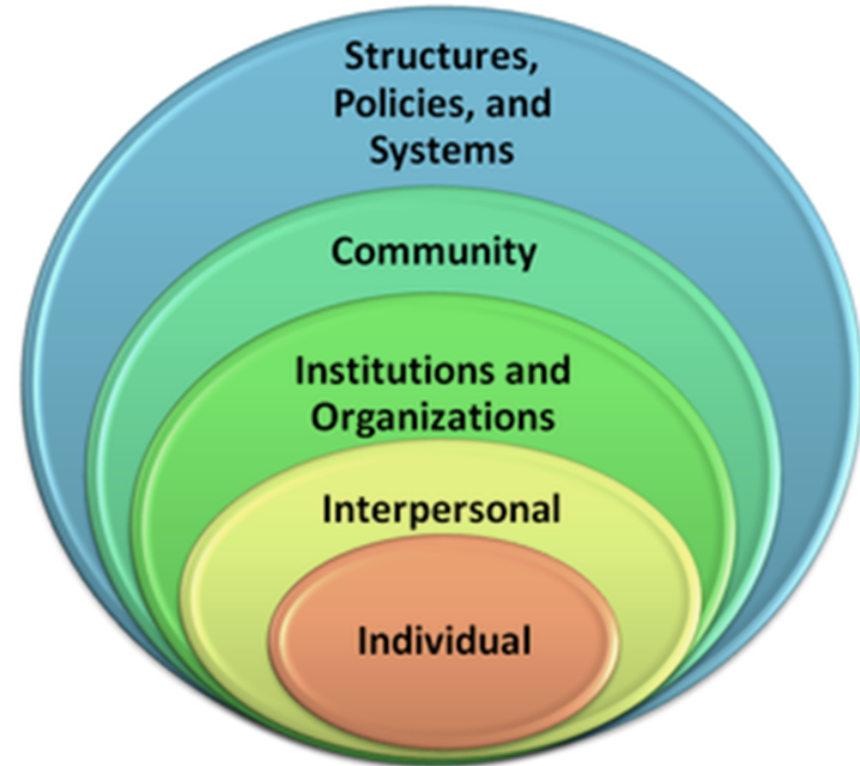


**Teaching and  
Learning**

- 1. What is adopted is not used with fidelity**
- 2. What is used with fidelity is not sustained**
- 3. What is used with fidelity is not used to scale**

# Why Does Implementation Matter?

Results from over 500 studies offered strong empirical support for the conclusion that the level of implementation affects program outcomes.



(Durlak & Dupree, 2008)

# Common Approaches

- Diffusion/dissemination of information
- Training
- Pass laws/mandates/regulations
- Providing funding/incentives
- Organization change/reorganization



**Teaching and Learning**

Paul Nutt (2002). Why Decisions Fail

## Activity 2.1

- Reflect on your experiences with supporting districts and schools with the implementation of a program or practice in your county.
- After reading the prompts below, share one reflection on our Menti slide.
  - Based on your experiences, what factors contributed to strong implementation and sustainability of efforts? What was the impact of successful implementation (e.g., improved outcomes, staff satisfaction)?
  - What factors do you predict, or you have observed that contribute to poor implementation and/or abandonment of efforts? What impact does poor implementation have (e.g., staff frustration)?

# Formula for Success



NIRN, SISEP, 2022

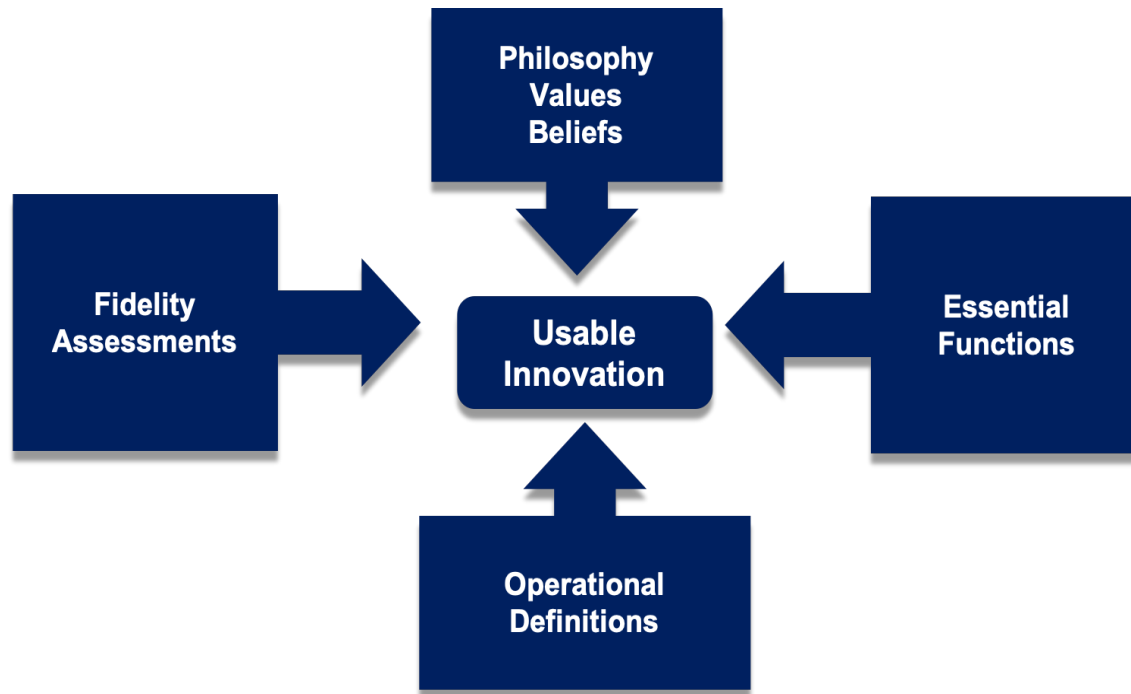


## 3.0 Effective Practices within MTSS

## Implementing within an MTSS Framework

- Many innovations/programs/practices can be implemented within an MTSS framework
- Teams look to frameworks/develop frameworks inclusive of effective practices, based on area of need
  - Academic (e.g., Reading, Math)
  - Non-academic (e.g., SEB, mental health)

# Usable Innovations



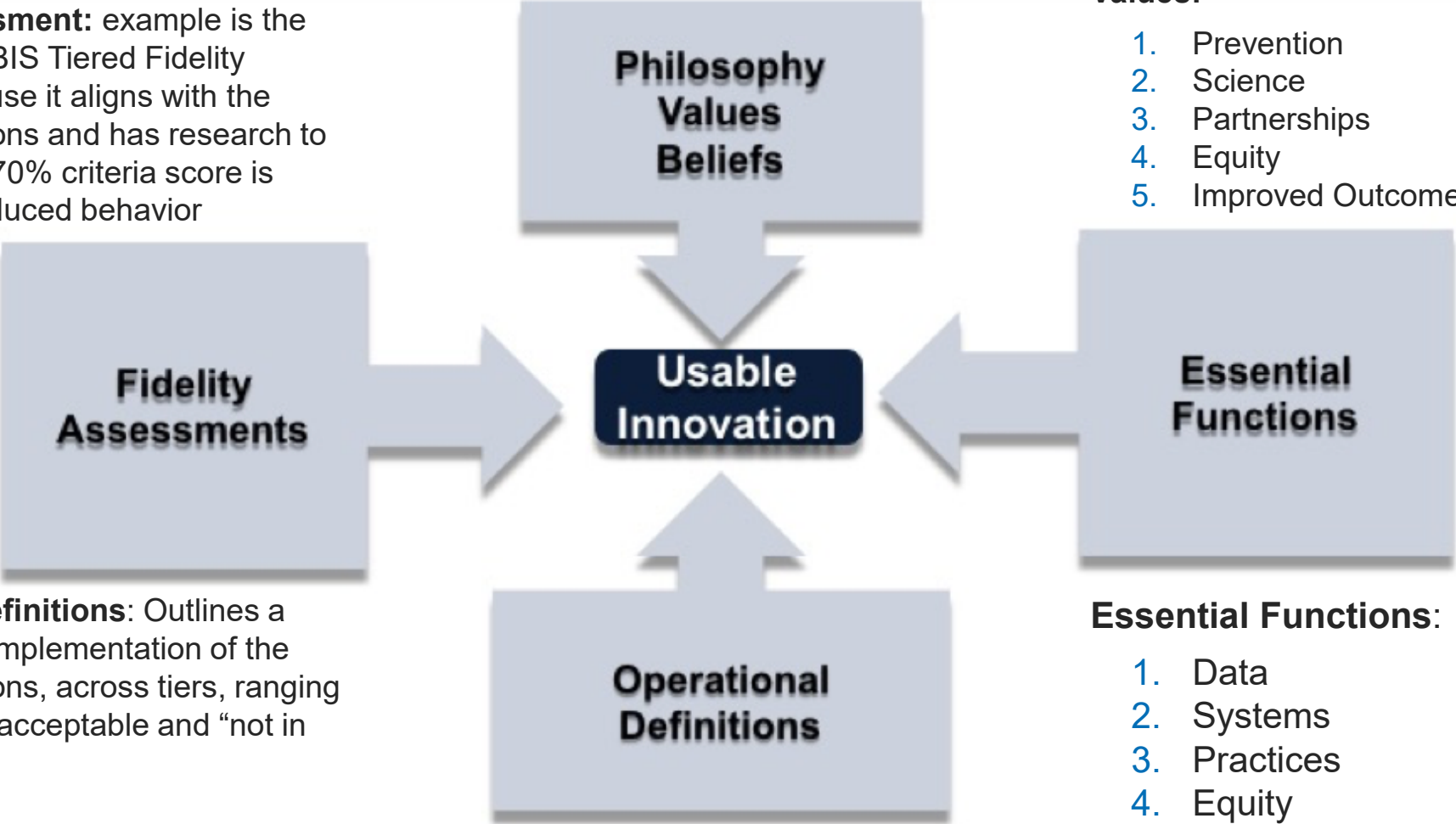
(National Implementation Research Network, 2018)

- Four criteria need to be in place to ensure evidence-based practices are usable (e.g., teachable, learnable, doable, assessable in practice)
- Making a practice usable ensures we can build needed supports (training, coaching), we can replicate it, improve it and interpret outcomes
- Effective implementation of effective practices leads to improved student outcomes

# 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

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



**Values:**

- 1. Prevention
- 2. Science
- 3. Partnerships
- 4. Equity
- 5. Improved Outcomes

**Essential Functions:**

- 1. Data
- 2. Systems
- 3. Practices
- 4. Equity
- 5. Outcomes

## Frameworks to Student Outcomes

- For MTSS to be effective, specific infrastructure must be in place to allow educators to implement programs/practices, applied to a specific content area (e.g., reading, behavior), the way they are intended.
- Only when practices and strategies are implemented, and data are used to monitor student progress and needs and to refine implementation will outcomes change as a result

# Selecting Innovations Based on Need

Questions to consider while planning:

- What are local MICIP plans indicating as an area of need?
- Which area(s) are districts interested in addressing through an MTSS framework?
- What ISD capacity already exists to support MTSS implementation needs across your county?
- What district capacity already exists to support the MTSS needs?
- If capacity is a concern, what types of TA might you leverage to meet your districts' needs as you build your capacity?

# Planning Informed by Needs

- Selected/Needed MTSS Focus Area(s)
- Types of Support Needed
  - Advocacy
  - Training
  - Coaching
  - Data Coordination

## Activity 3.1

On a scale of 0-3, I know the specific needs of my region that can be supported through implementing programs and practices within an MTSS Framework:

- 0-no idea, no data, 1-some idea, no data to support it, 2-data are available but not clear, 3-strong idea supported with data
- If you scored yourself a 2 or higher
  - Share some ways that you gathered information about your regional MTSS needs
- If you scored yourself a 1 or lower,
  - Share a potential next step for gathering information about regional MTSS needs. Record your idea.

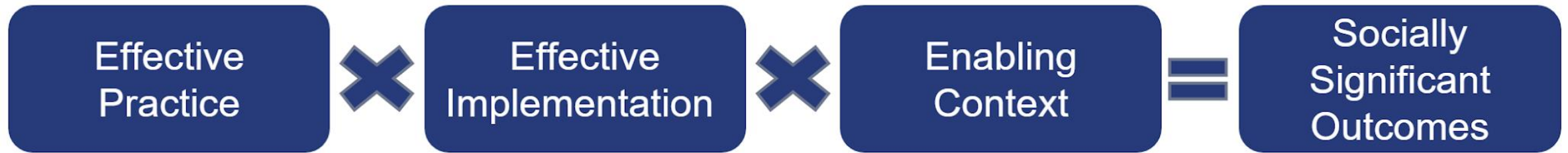


## Bottom Line

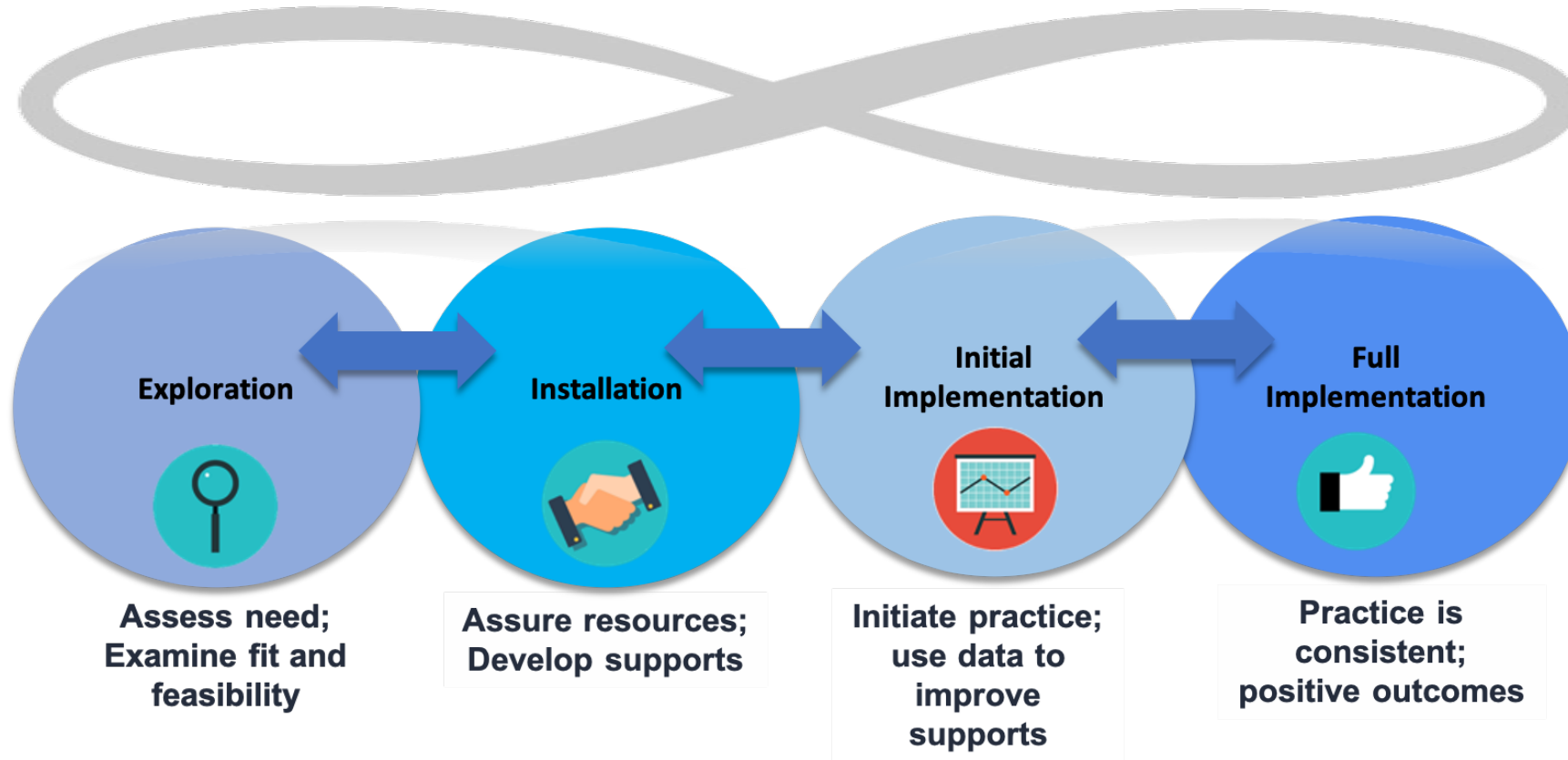
An MTSS Framework is only as strong as the evidence-based practices it is comprised of

# 4.0 Effective Implementation

# Effective Implementation

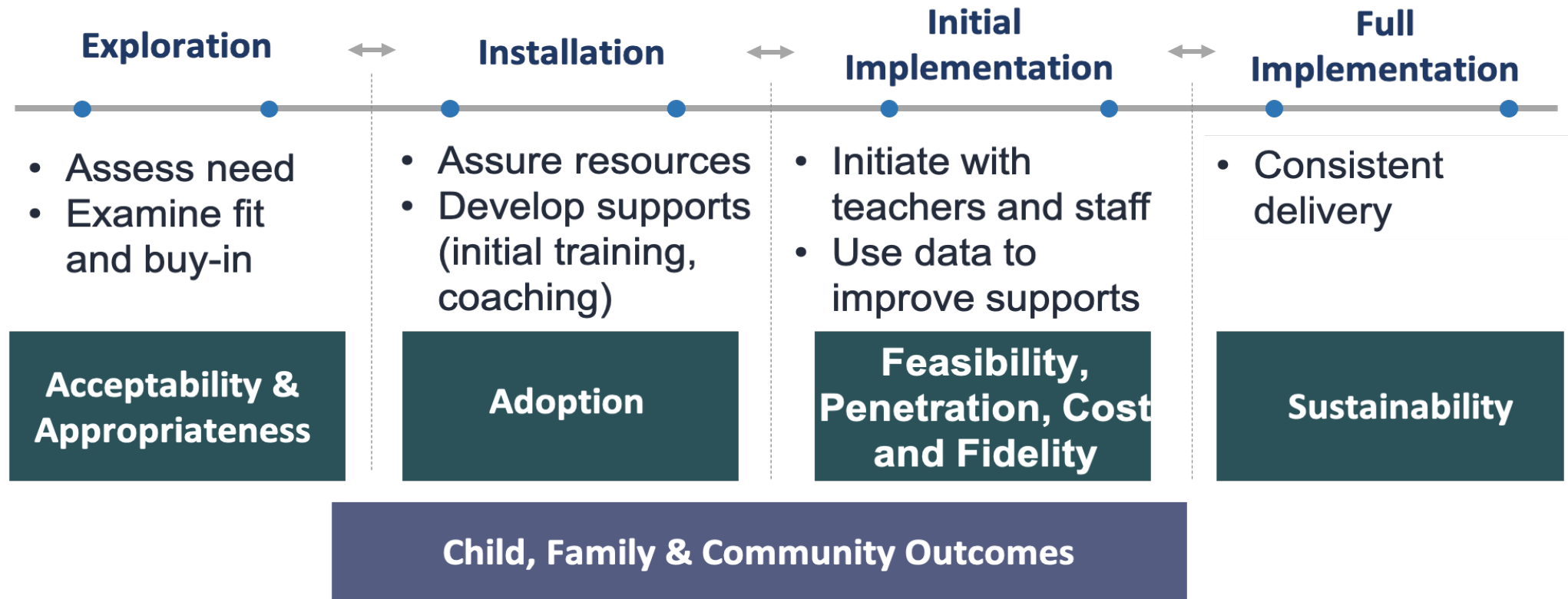


# Implementation Stages



(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

# Implementation Stages and Outcomes



(Metz et al., 2015; Proctor et al., 2011)



# Activity 4.1

Add to the chat:

- In your experience, which stage is most frequently slighted?
  - Why do you think that is?
- What are the benefits of taking a stage-based approach to MTSS Implementation?

# Implementation Stage-based Planning



- Starts to operationalize the “miracles” that we should expect as we plan for implementation
- Pre-requisite: Desire to think about implementation through a stage-based lens (especially stages most often overlooked)



## Activity 4.2

Open up to page 3 of the Implementation Stages Planning Tool (ISPT)

- Read the “When To Use” paragraph
- In the chat, share something that resonated with you



# Stage-Based Planning

- While engaging in MTSS planning, your ISD's stage of implementation as well as your local districts' stage should be considered
- Reviewing the Outcomes for each stage can help inform planning
  - Is there demonstrated acceptability and buy-in from leaders, staff and partners? (Exploration)
  - Have a majority of implementers and ISD staff supporting implementers been trained? (Installation)
  - Are data being used to inform improvements to MTSS? (Initial Implementation)

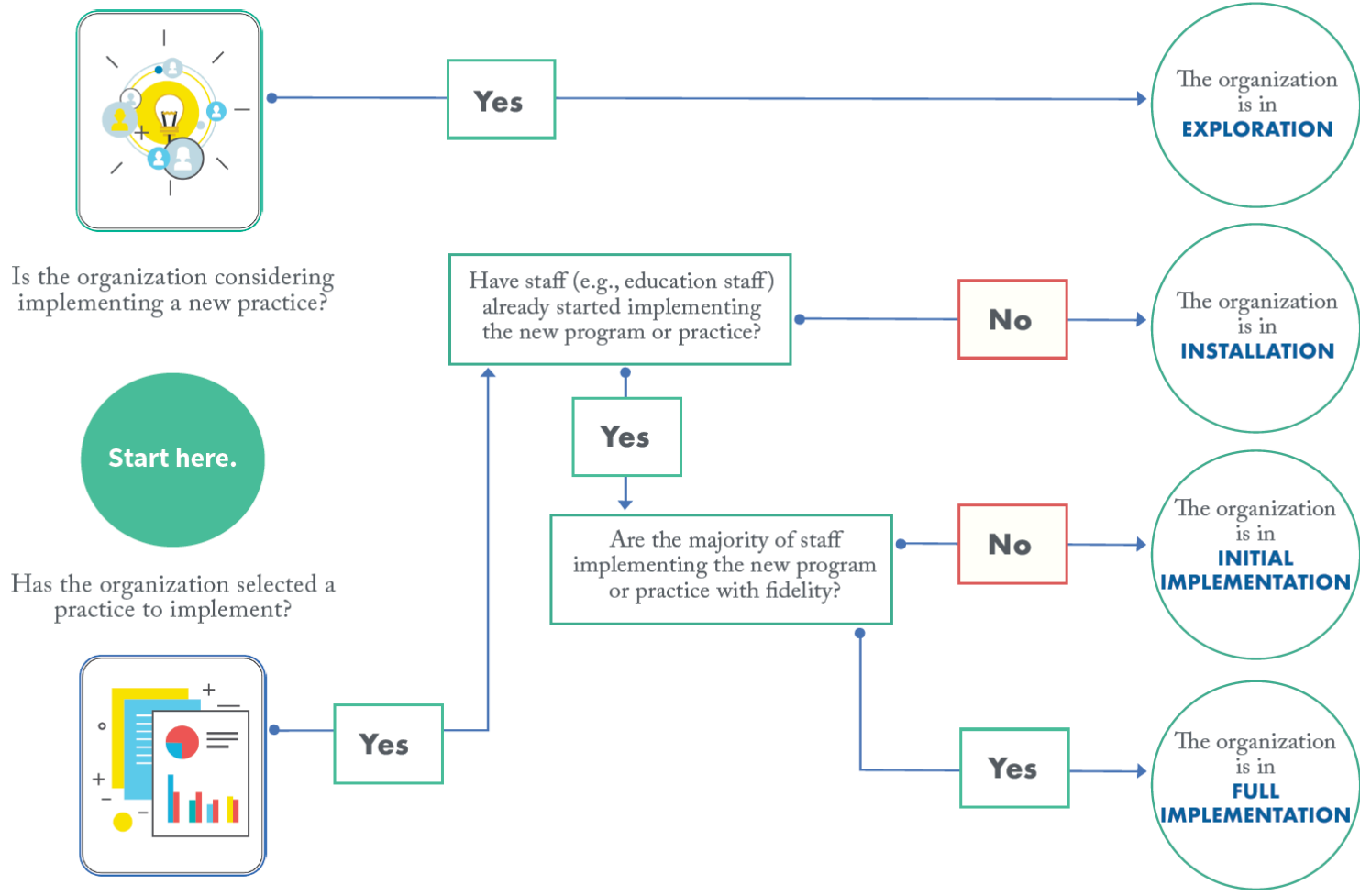
# Installation Activity #1

Ensure the practice (MTSS) is well-defined:

- Defining MTSS well requires thinking about which area(s) you plan to support districts in applying the MTSS framework
  - Example: social, emotional, behavioral components, reading components, early childhood: social-emotional behavioral components (Pyramid Model)
  - Non-example: MTSS professional learning and implementation supports are only framed around the Practice Profile

WHAT IS THE MARKER OF BEING IN INSTALLATION? A site is in installation once they have made a decision to move forward with a selected program or practice.		In Continuous Improvement	In Progress	Not Yet Initiated
INSTALLATION STAGE ACTIVITIES		(Choose one)		
11. Ensure the <a href="#">practice/program</a> is clearly defined.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Revisit implementation team membership to ensure needed perspectives.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Ensure the implementation team has the appropriate knowledge, skills, functions and authority to support infrastructure development and improvement of the program/practice.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Convene implementation team regularly to use data (e.g., fidelity, program/process, outcome) to critically examine and improve implementation.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Develop plan for implementation: <ul style="list-style-type: none"> <li>• Develop selection protocols for practitioners.</li> <li>• Develop <a href="#">Training/Professional Learning Plans</a>.</li> <li>• <a href="#">Develop coaching plans</a>.</li> <li>• Develop data systems (what data, how data will collected, used, and shared).</li> <li>• Develop decision making criteria for success and scaling.</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Secure and develop infrastructure resources and supports needed for the program/ practice.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Select practitioners.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Provide initial training for practitioners.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Review and refine needed policies and procedures.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Develop and use feedback loops between practitioners, leadership, community partners, and stakeholders to ensure effective communication.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Implementation Stages Flowchart



## Activity 4.3

- Think about an MTSS Framework applied to a specific area of need in your region
  - SEB MTSS (PBIS)
  - Reading MTSS
  - Early Childhood MTSS (Program-wide Pyramid Model)
- Use the flowchart to identify your ISD's current stage of implementation for that effective innovation
- For the stage you identify, review the expected outcomes
- How is that stage similar or different from your district's stage of implementation?

# ISPT Considerations

- The tool is available to support your thinking
- Consider focusing first on outcomes at each stage
- Avoid getting in the weeds

# Implementation Drivers

- Key components of capacity and infrastructure that influence a program's success and “drive” the work forward
  1. Leadership
  2. Organization (infrastructure)
  3. Competency
- When integrated and used collectively, drivers ensure high-fidelity and sustainable program implementation
- Implementation drivers are assessed by capacity assessments

## Activity 4.4

Take 90 seconds to jot down or chat with your peers:

- If we wanted a program or practice to fail what are three things you could do with respect to selecting staff, training, staff, and coaching staff in specific evidence based strategies or practices...
- For example:
  - Selection: Choose the last teacher hired as the interventionist
  - Training: Provide a one day training with no follow-up
  - Coaching: Do not provide training for coaches
- When I say “Go” we will take 60 seconds to share ideas starting with the most recent person to put a comment in chat.

# Driving the work forward

- Instead, plan to provide regional support to establish and maintain successful implementation.
- Planning should include considerations around:
  - Selection
  - Training
  - Coaching



# Addressing Readiness

- Ask critical questions about the change:
  - What is the change
  - Why is it necessary
  - Why now
  - What might it mean for ISD Staff, LEAs, students, and families
  - How will this new work fit with ISD and District priorities



# Assignment

County-wide MTSS Implementation should result in ISD and district staff spending their time differently and working in coordination

- With your colleagues, discuss readiness of ISD and District staff.
  - Is there a common understanding of MTSS and how several innovations/programs/practices can be implemented within an MTSS framework? What would be evidence of this?
  - Is there agreement that MTSS is a county-wide priority? What would be evidence of this?
- Are there any potential next steps to be taken prior to or during MTSS Planning sessions?

# Agenda for Day 2

## Day 1

- 1.0 Cascade of Support for MTSS
- 2.0 Implementation Science
- 3.0 MTSS Effective Innovations
- 4.0 Effective Implementation

## Day 2

- 5.0 Interactive Review
- 6.0 Teams
- 7.0 Applying Implementation Science to County-wide MTSS Planning
- 8.0 Next Steps

# References

Center on Positive Behavioral Interventions and Supports (July 2023). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint*. University of Oregon. [www.pbis.org](http://www.pbis.org)

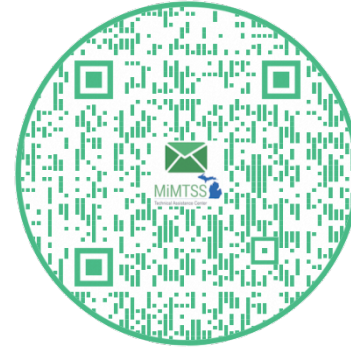
The National Implementation Research Network (NIRN). (August 2023). <https://implementation.fpg.unc.edu/>

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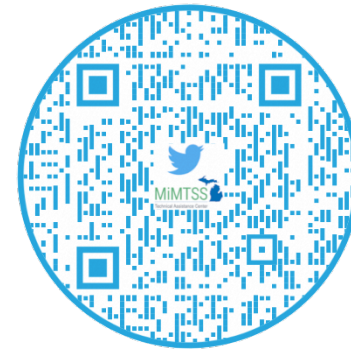
## Listserv

- [tinyurl.com/MiMTSSListserv](http://tinyurl.com/MiMTSSListserv)
- TA Offerings, updates



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