



MIBLSI

Michigan's Integrated Behavior
and Learning Support Initiative

MTSS Bridging Gaps to Promote Student Success

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Session Description

MTSS is a framework to support effective practices across a variety of academic and social/behavioral concerns. It is through this framework that we position our efforts to address key issues facing schools and districts such as; improving achievement, improving school climate, increasing attendance and reducing bullying behavior.

Moving Upstream: A Story of Prevention and Intervention



In a small town, a group of fishermen gathered down at the river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out.



Minutes later another child came, then another, and then many more children were coming down the river. Soon everyone was diving in and dragging children to the shore, then jumping back in to save as many as they could.



In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.

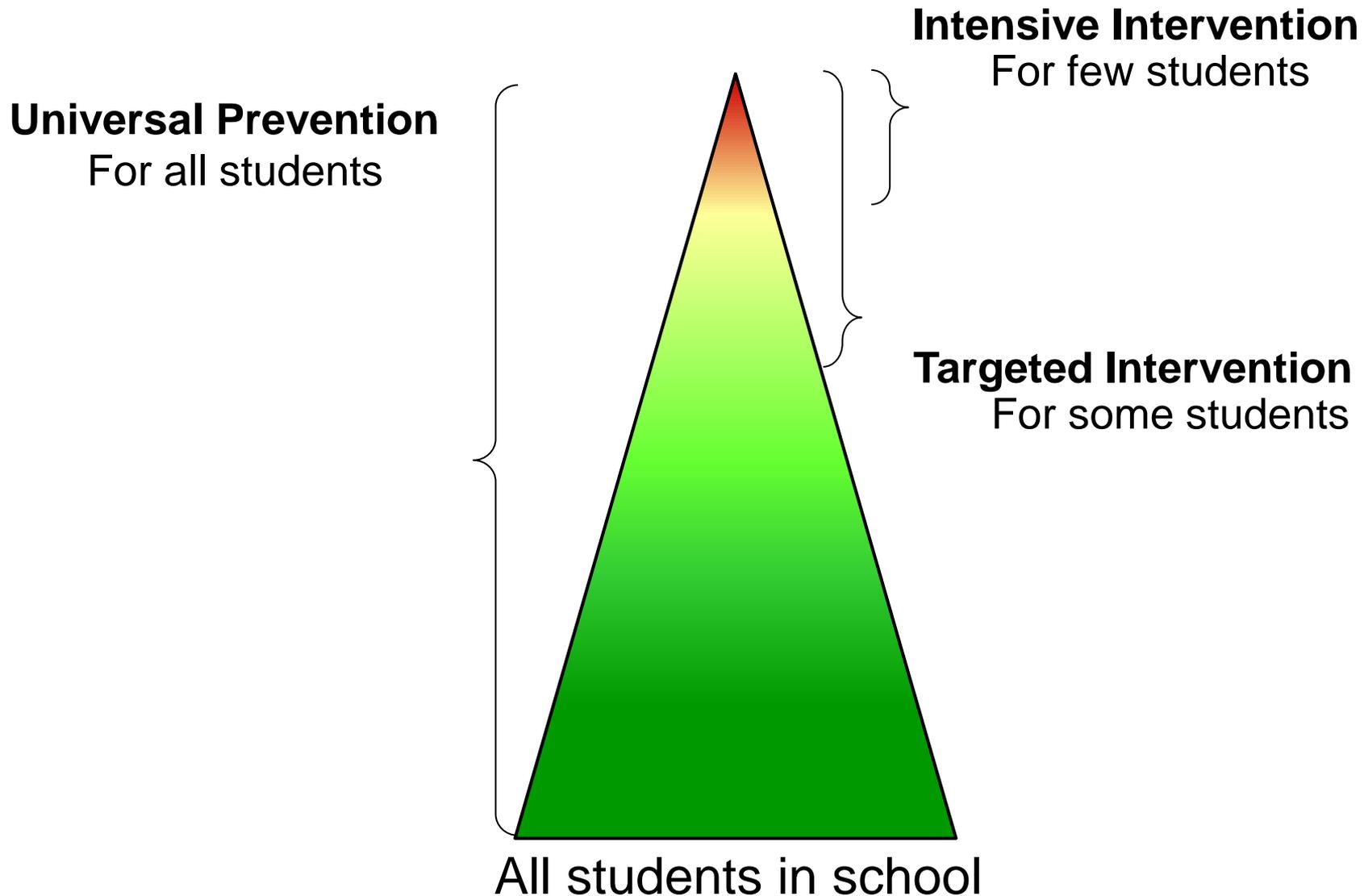
At that moment, their colleague came back. They turned on her and angrily shouted:
“HOW COULD YOU WALK OFF WHEN WE NEEDED EVERYONE HERE TO SAVE THE CHILDREN?”



She replied, “*It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn’t make it and fell through into the river. So I got someone to fix the bridge*”.



Continuum of Supports



Multi-Tier System of Support (MTSS): Definition and Core Features

- MTSS as a framework for educators to organize resources to support students with effective practices matched to need so each and every student succeeds academically and behaviorally.
- An effectively and efficiently way to allocate limit educational resources



Core Features of MTSS (Sugai & Horner, 2009)

1. Interventions that are supported by scientifically based research.
2. Interventions that are organized along a tiered continuum that increases in intensity (e.g., frequency, duration, individualization, specialized supports, etc.)
3. Standardized problem-solving protocol for assessment and instructional decision making.
4. Explicit data-based decision rules for assessing student progress and making instructional and intervention adjustments.
5. Emphasis on assessing and ensuring implementation integrity.
6. Regular and systemic screening for early identification of students whose performance is not responsive to instruction.

What is and is not MTSS

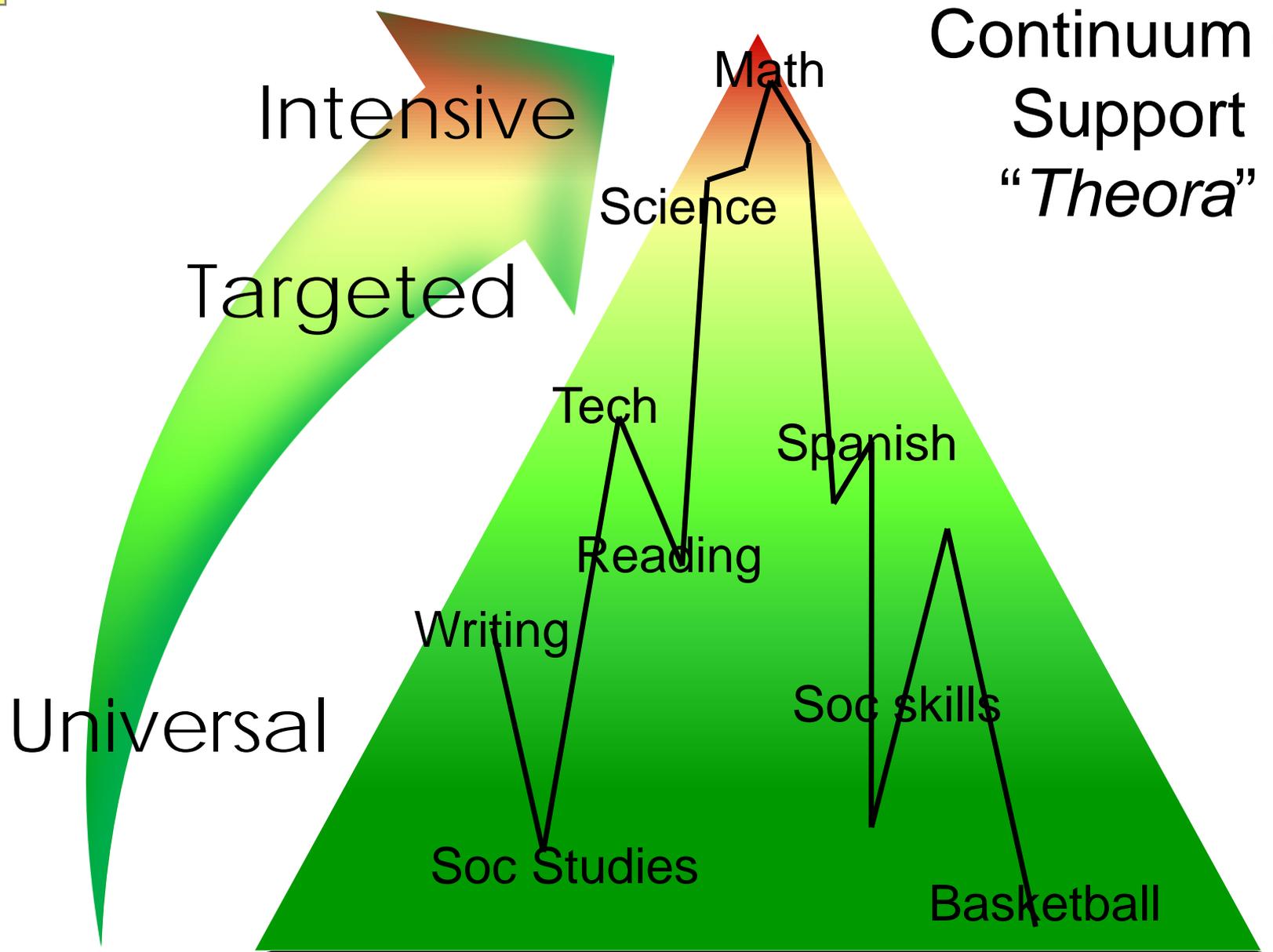


Misunderstanding of MTSS

- Universal is Universal
- Support provided only from one tier (Tier 1, Tier 2, or Tier 3)
- “I want my kid to receive that MTSS program”
- Label kids rather than services



Continuum of Support *"Theora"*



Label behavior...not people



Misunderstanding of MTSS

- Our MTSS room is down the hall and to the right
- MTSS is just another set of hoops for determining eligibility for services
- Saying you are doing MTSS is not the same as actually doing MTSS



MTSS Myths for Tier 3

- Tier 3 is always specific to content area such as academic problems or behavior problems
- Tier 3 can only be provided by specialists
- Accessing special education is a tier 3 support (when really it is what you do in the supports)
- We need to always wait and measure responsiveness in tier 1 and 2 before providing tier 3
- Tier three just means providing more of the same core intervention in greater doses
- Conducting diagnostic/functional assessment always leads to quality tier 3 supports

Looking at Julia's data

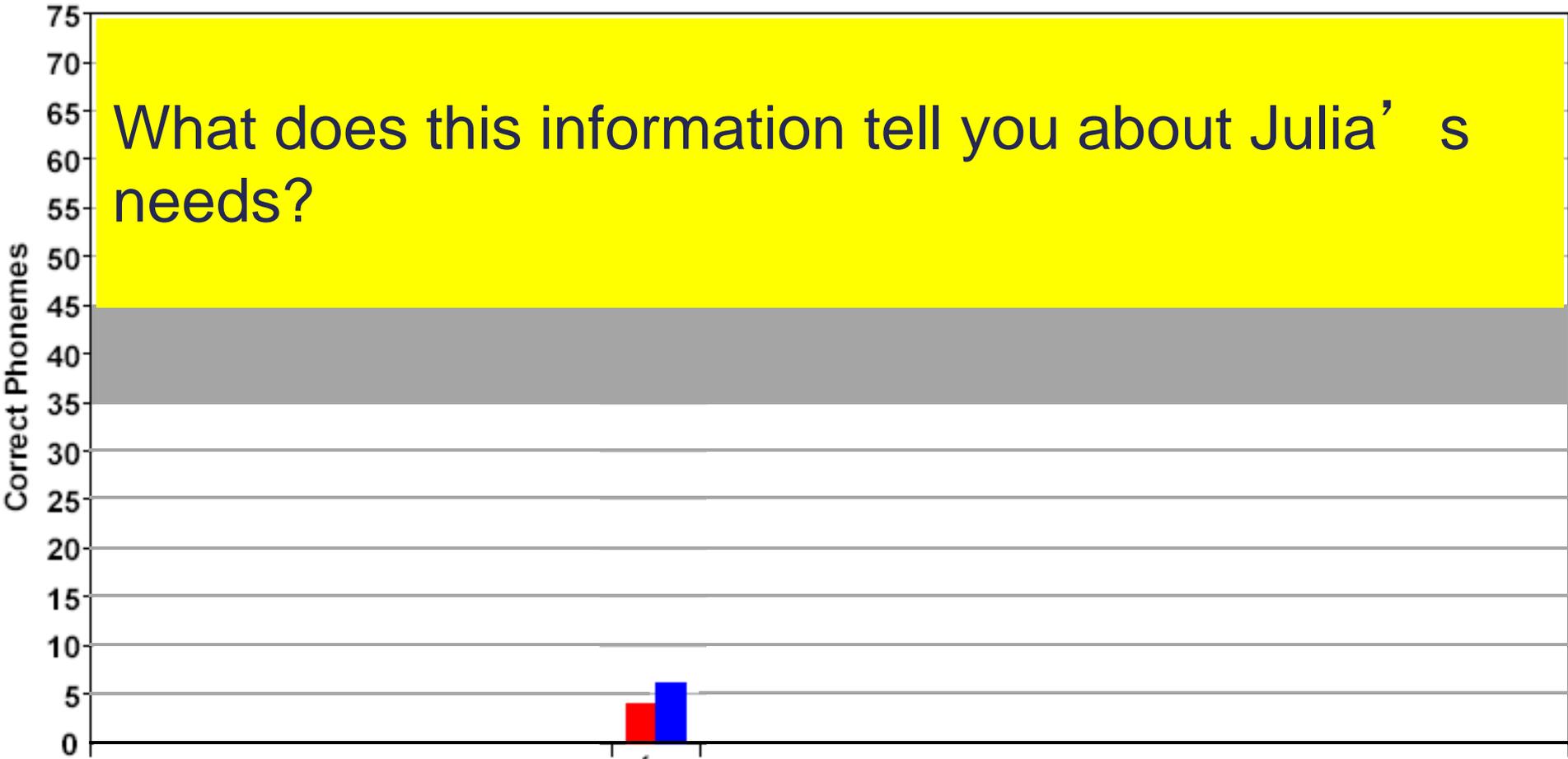
Ned for MTSS: Problem solving from an individual student level to systems level



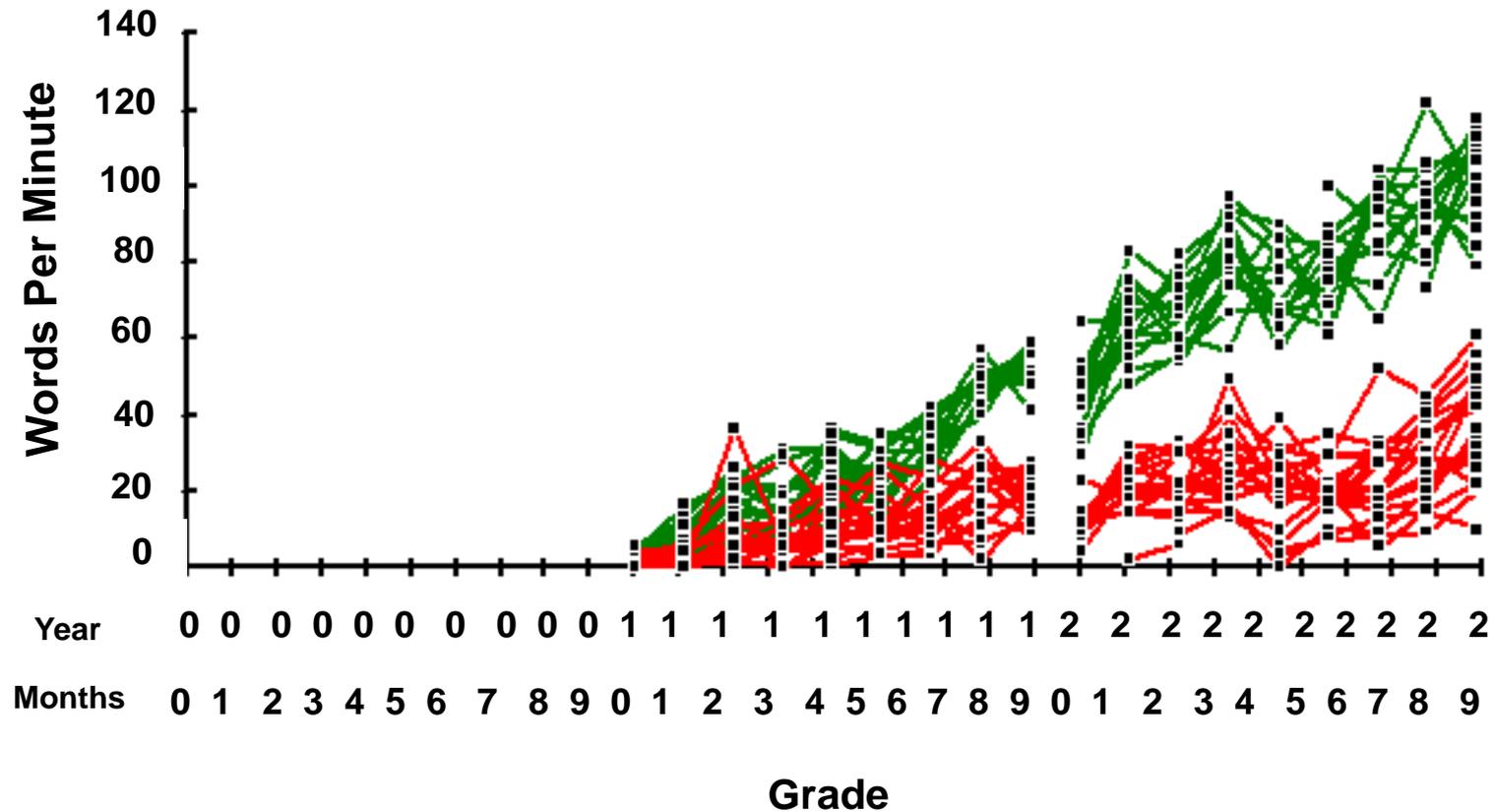


End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

Phoneme Segmentation Fluency



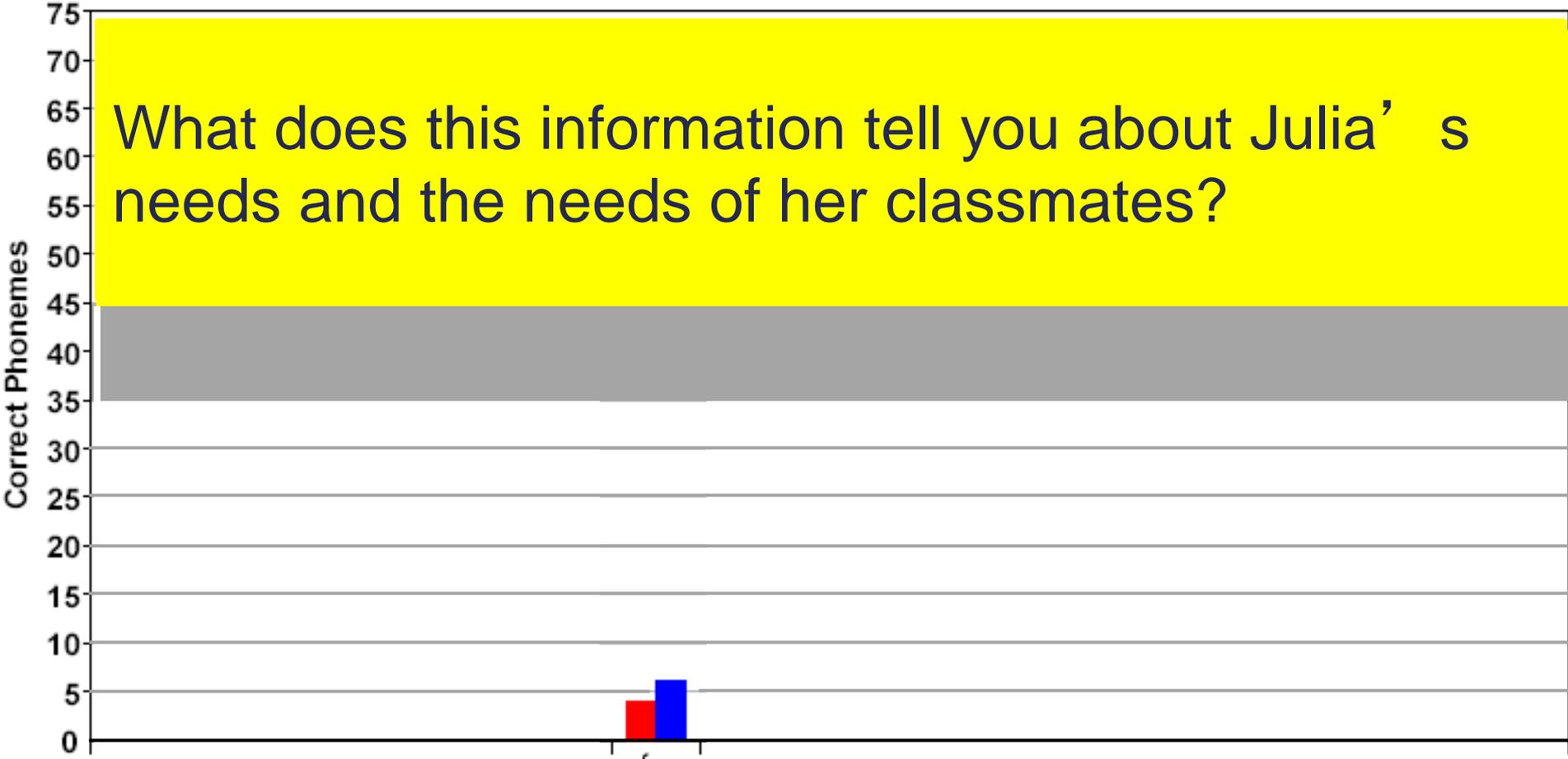
40 Words per Minute at the End of First Grade Puts Children on Trajectory to Reading





End of Year goal is to demonstrate this skill at 35 phonemes per minute (grey area)

Phoneme Segmentation Fluency

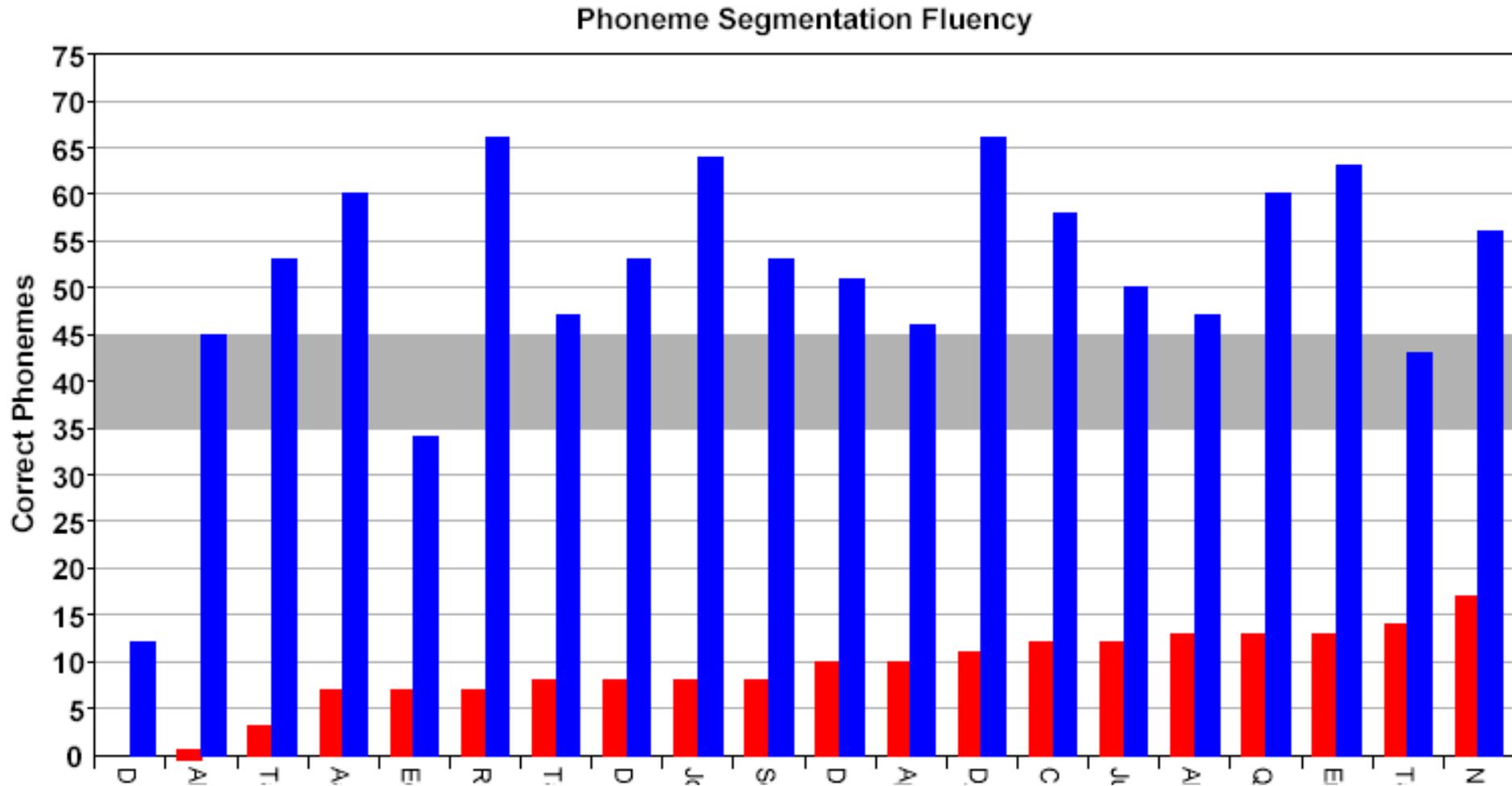


What does this information tell you about Julia's needs and the needs of her classmates?





Same building, same grade, different teacher

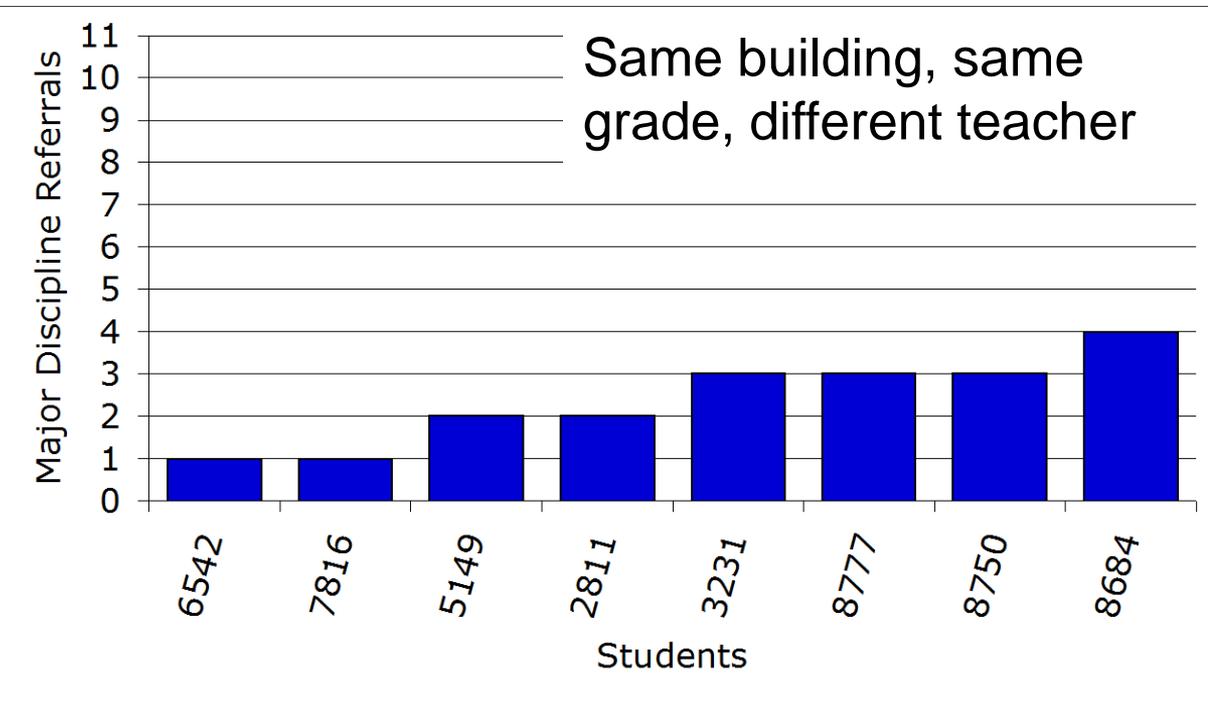
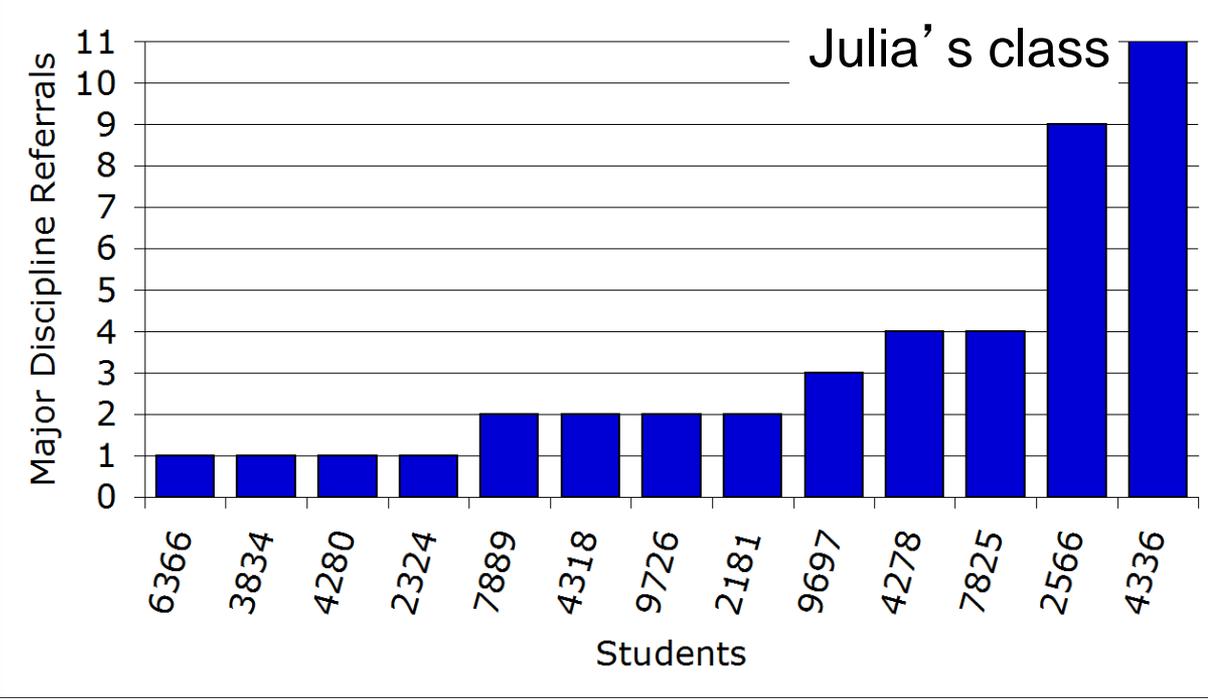


Does this information change how you might support Julia? Her classmates?

Major discipline referrals per student per class

Does this information change how you might support Julia? Her classmates?

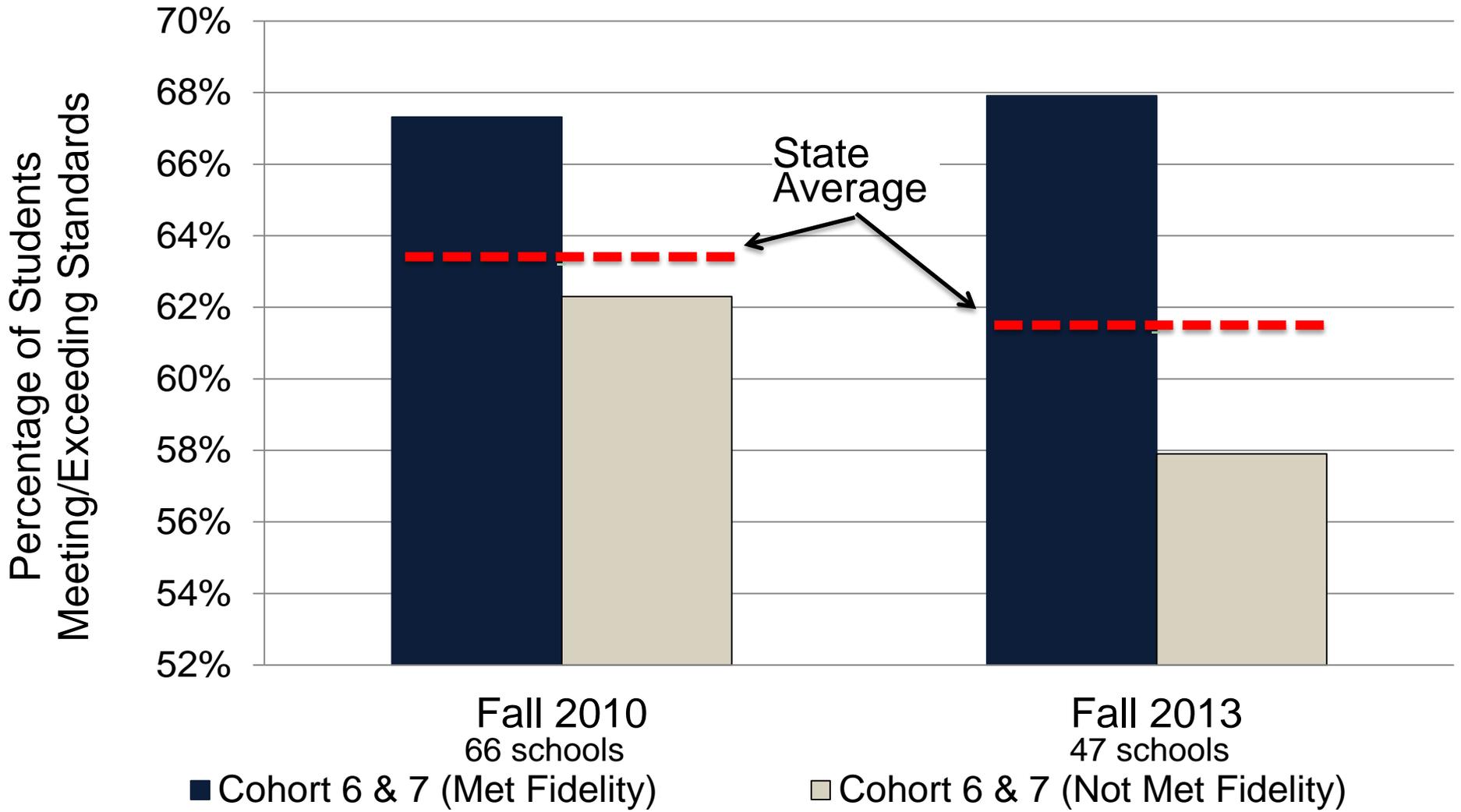
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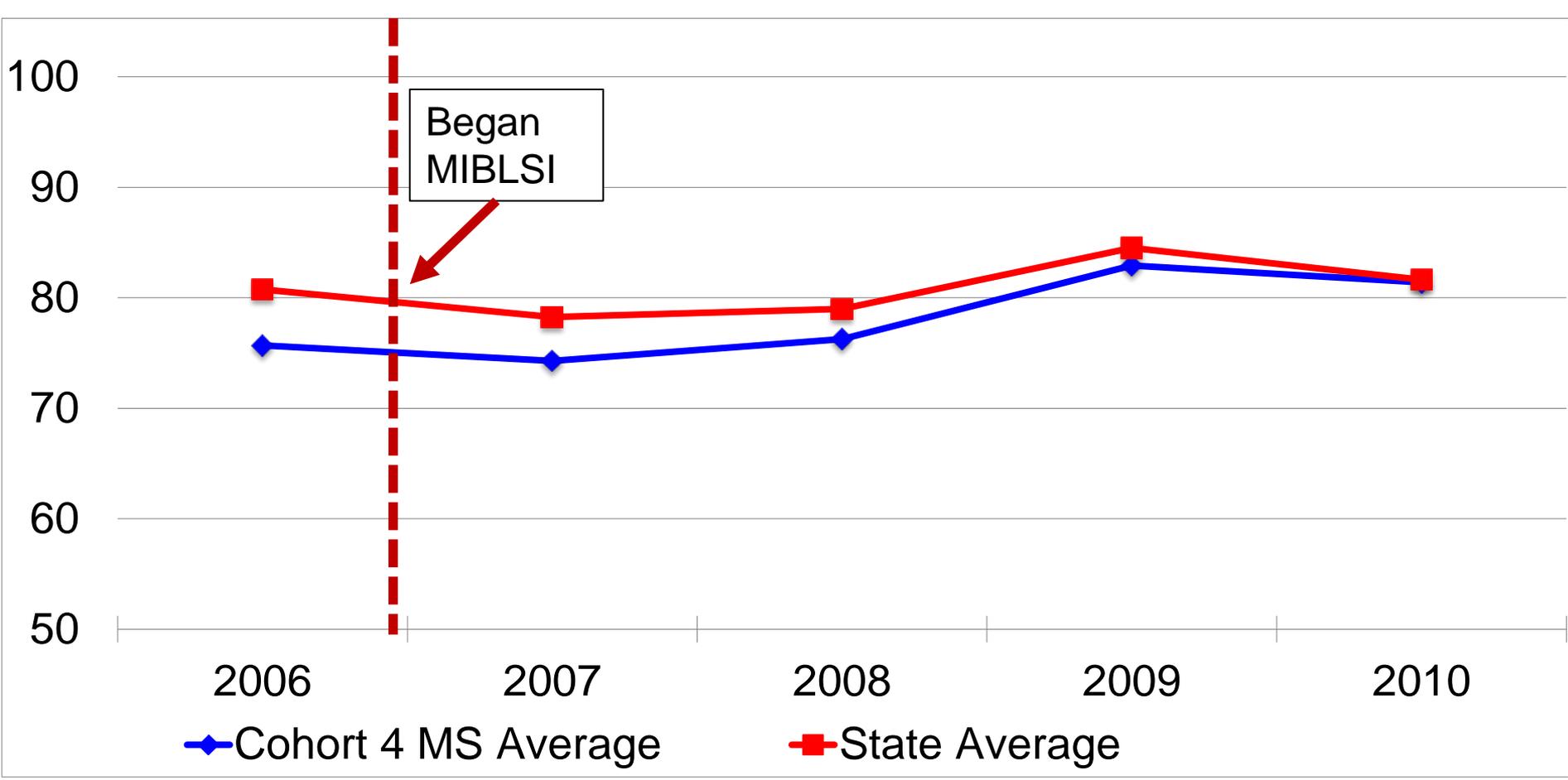
*Some Examples of Closing the Gap
from our project*



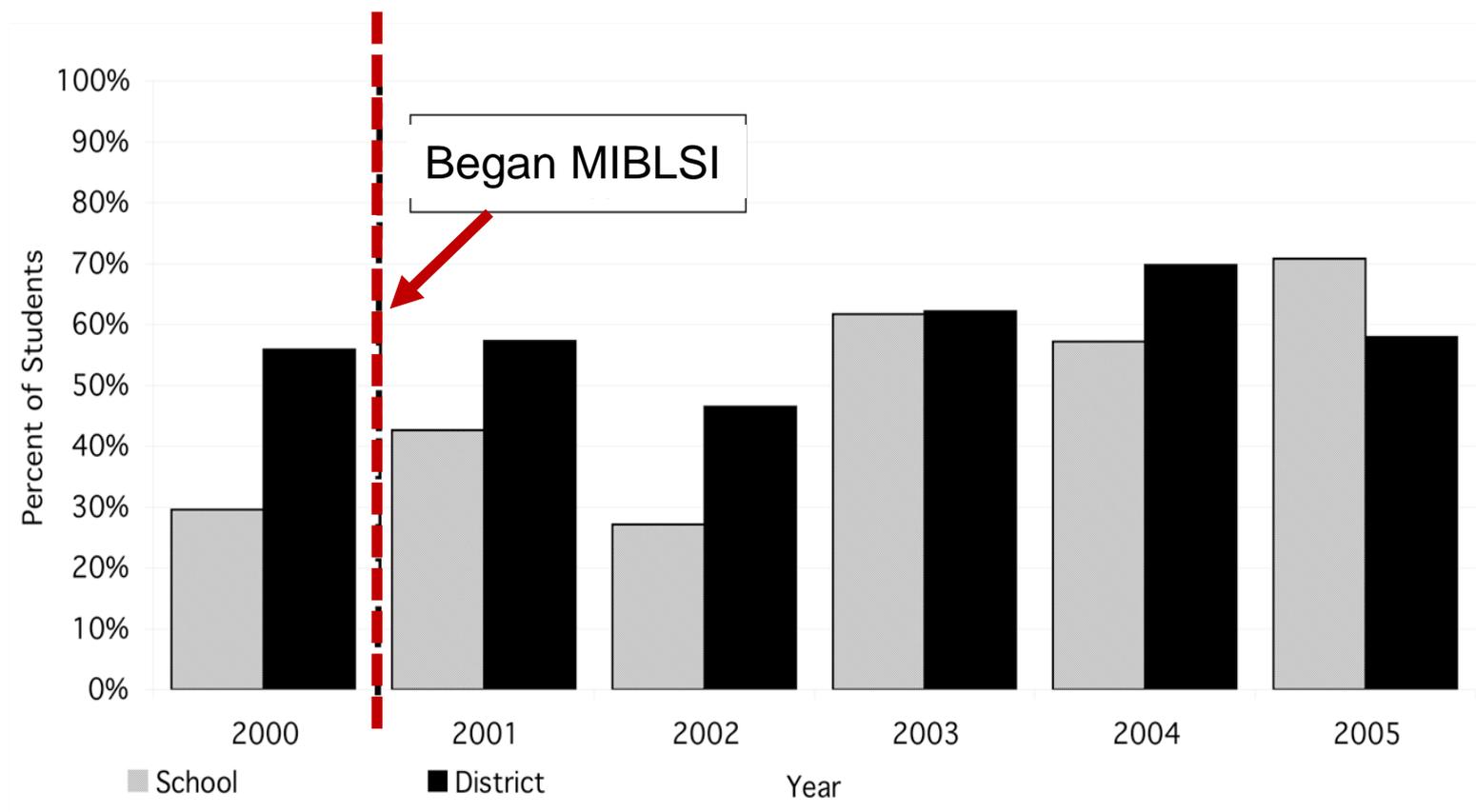
Implementation Fidelity & 3rd grade State Reading Results



Ten- MIBLSI Middle Schools and State Reading Data (averaged across all grades)



Percent of students meeting expectations on the State Reading Results for one school and district



McGlinchey, M. T., & Goodman, S. D. (2008). Best practices in implementing school reform. In A. Thomas and J. Grime (Eds.) *Best Practices in School Psychology V*. Bethesda, MD: National Association of School Psychologists.

Variations of MTSS to address specific issues



Addressing Bully Behavior

Addressing Bullying Behavior

Tier 3	Individualized programs for students with severe needs, including those students who are perpetual bullies and victims, and those who have threatened violence to peers and/or teachers and staff.
Tier 2	Targeted strategies focus on those children who have been identified as at-risk for being a bully or victim and specific context where bullying is more likely to occur
Tier 1	<p>Primary prevention focuses on building a positive social culture</p> <p>Teach all students core behavioral expectations (that includes Be respectful of others)</p> <p>Teach all students what to do when they encounter behavior that is not respectful.</p> <ol style="list-style-type: none">1. What do you do if someone is not respectful to you?2. What do you do if you encounter someone not being respectful to someone else?3. What do you do if someone tells you that you are not being respectful?

Extending Tiered supports for Gifted or Advanced Learners

Supports for Gifted or Advanced Learners

Preventing and
remediating
learning and
behavioral
challenges

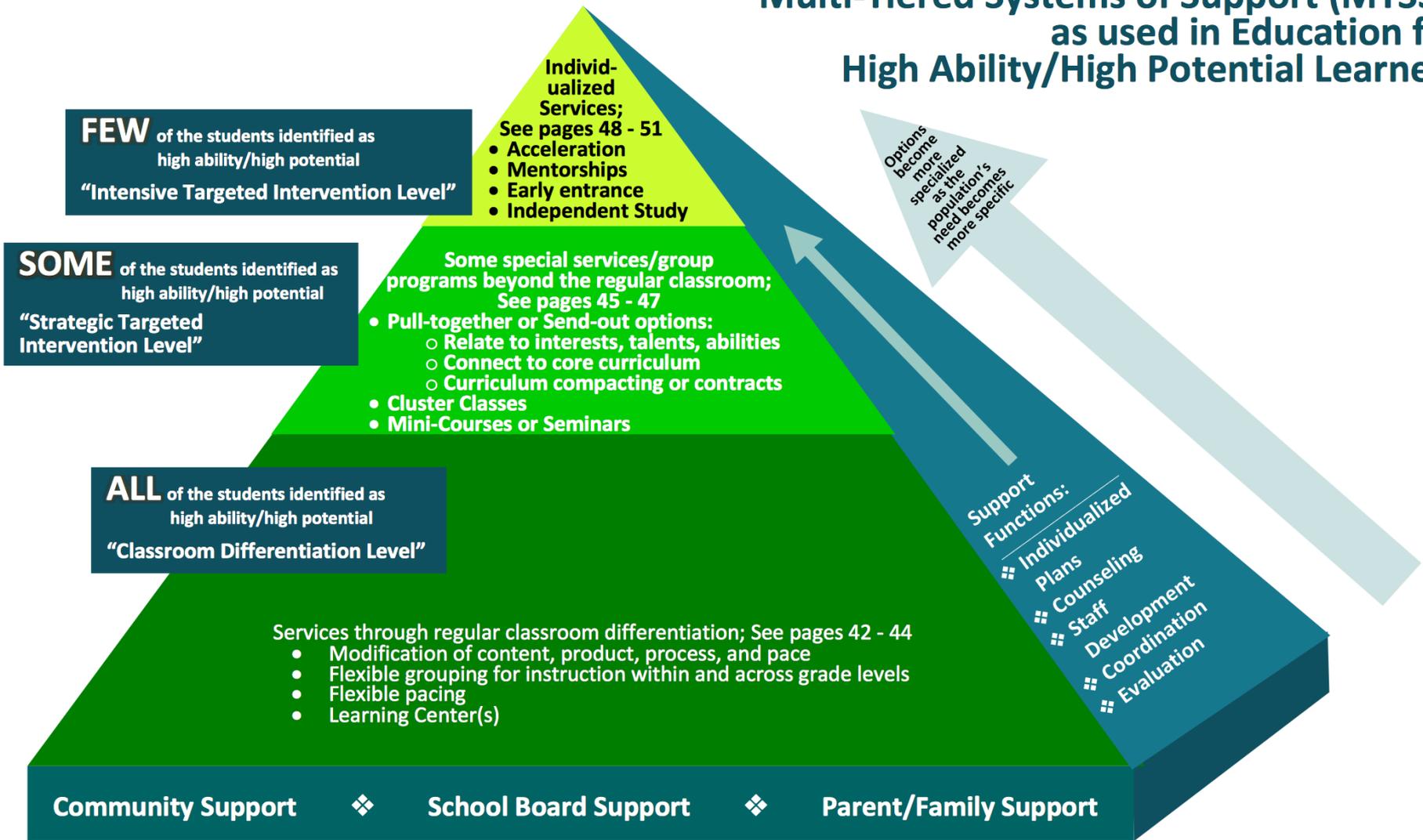
Intensifying supports provide
individual interventions for
learners with severe and
persistent academic and/or non-
academic needs.

Extending or
enhancing those
to move beyond
typical

Intensifying supports provide
individual interventions for
learners with exceptional
academic needs.

Supports for Gifted or Advanced Learners

Multi-Tiered Systems of Support (MTSS)* as used in Education for High Ability/High Potential Learners



* MTSS (**Multi-Tiered Systems of Support**) was originally developed as a plan for delivery of appropriate educational services and **interventions** for students who are struggling with learning. A triangle-shaped graphic is often used to illustrate levels of services for struggling students, but the model works equally well when illustrating levels of services for high ability/high potential students.

Tiered Approach to address Chronic Absenteeism



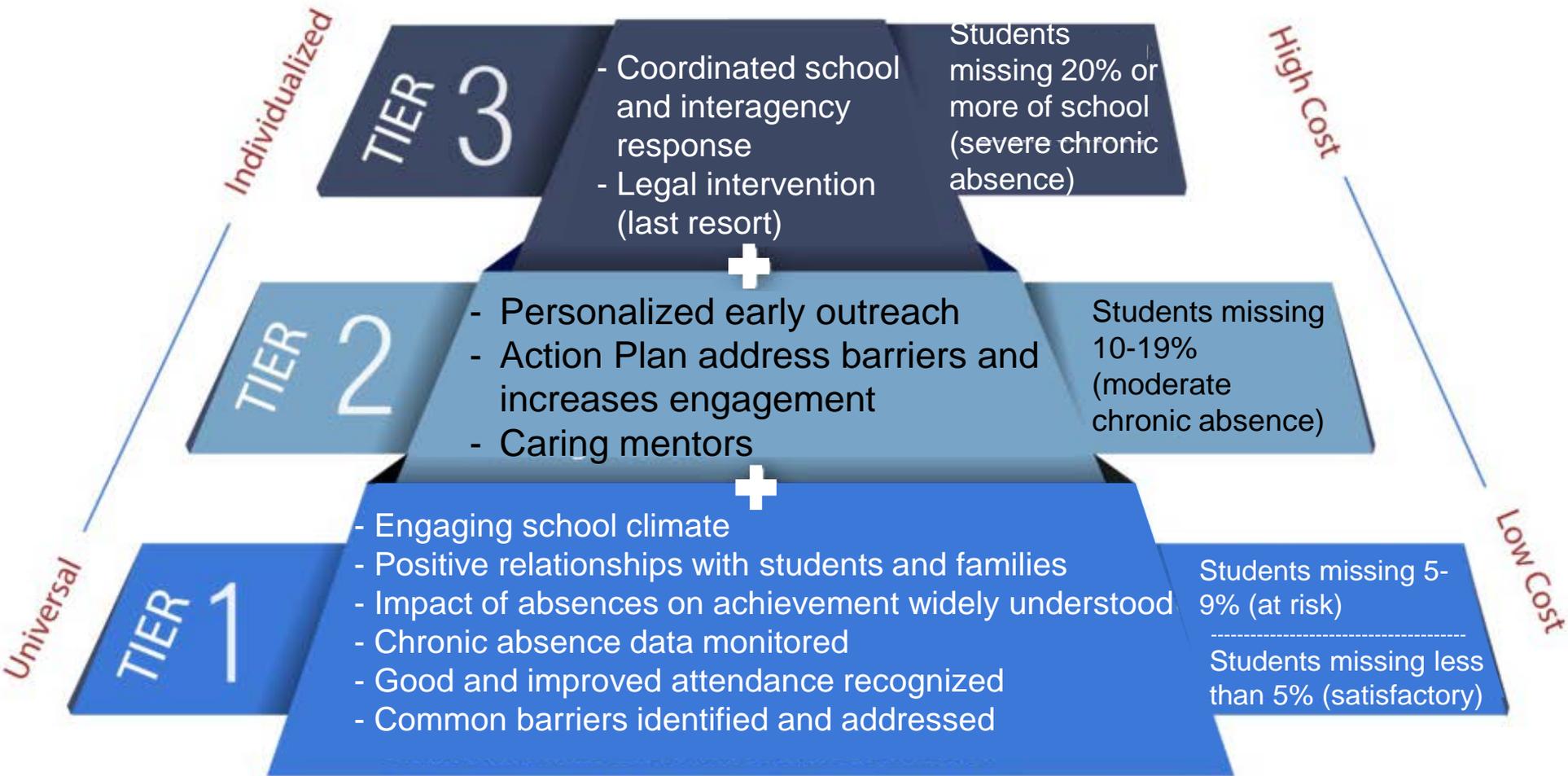
Chronic Absenteeism

Recommendation from Attendance Works

- Encourage schools to incorporate attention to attendance into a multi-tiered system of support (MTSS).
- Focus on prevention and early intervention and leverage a framework that many educators are familiar with.

Addressing Chronic Absenteeism

Attendance Works
(attendanceworks.org)



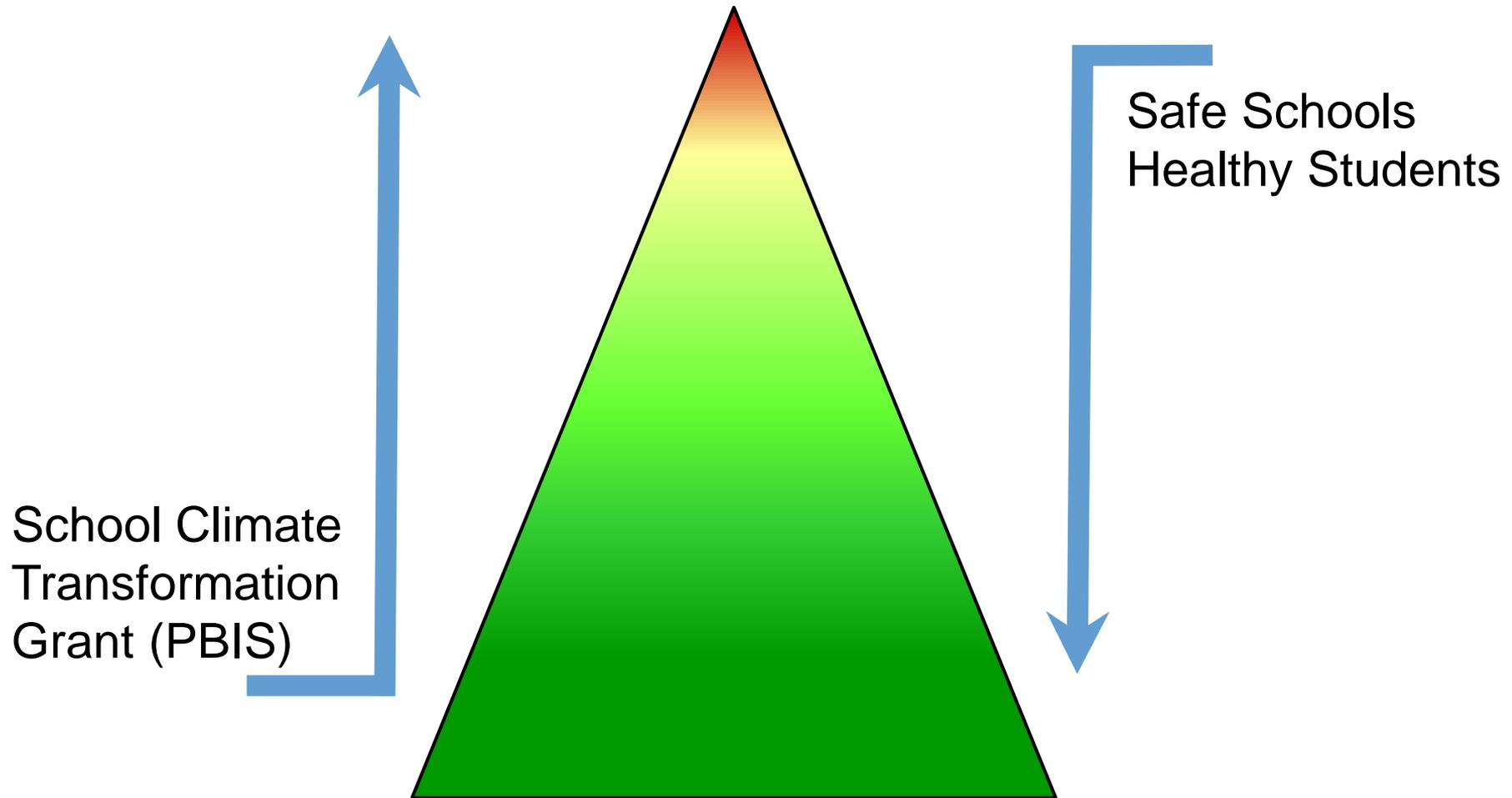
PBIS and School Based Mental Health

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

A collaborative approach to learning and health



Alignment with PBIS and School Based Mental Health





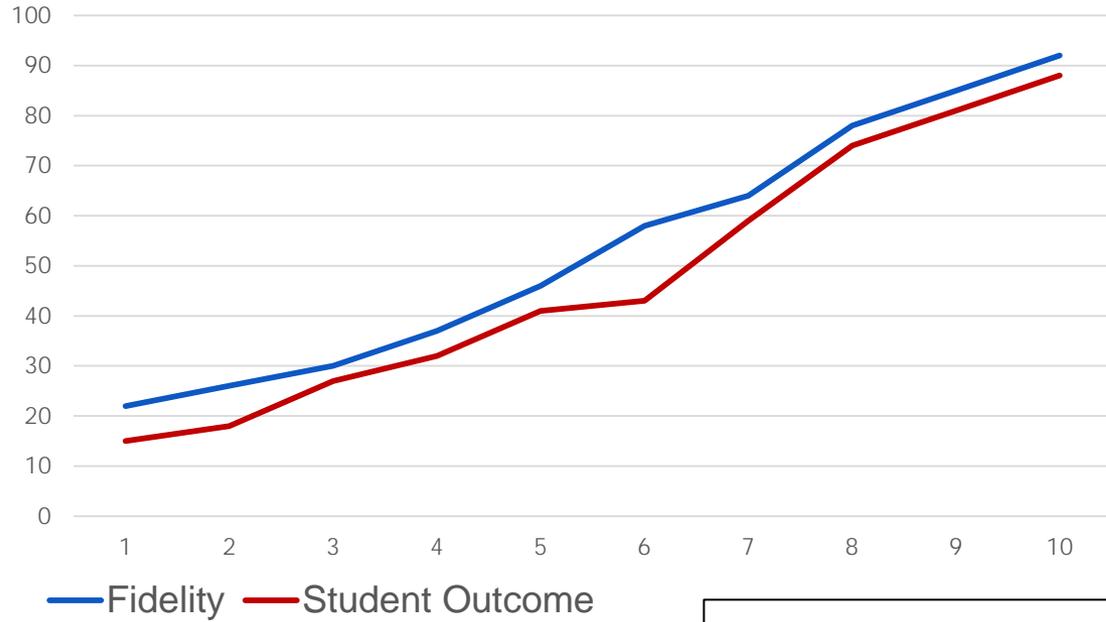
To Bridge the Gap we need effective
systems that use data effectively for
decisions

Emphasis on assessing and ensuring implementation integrity

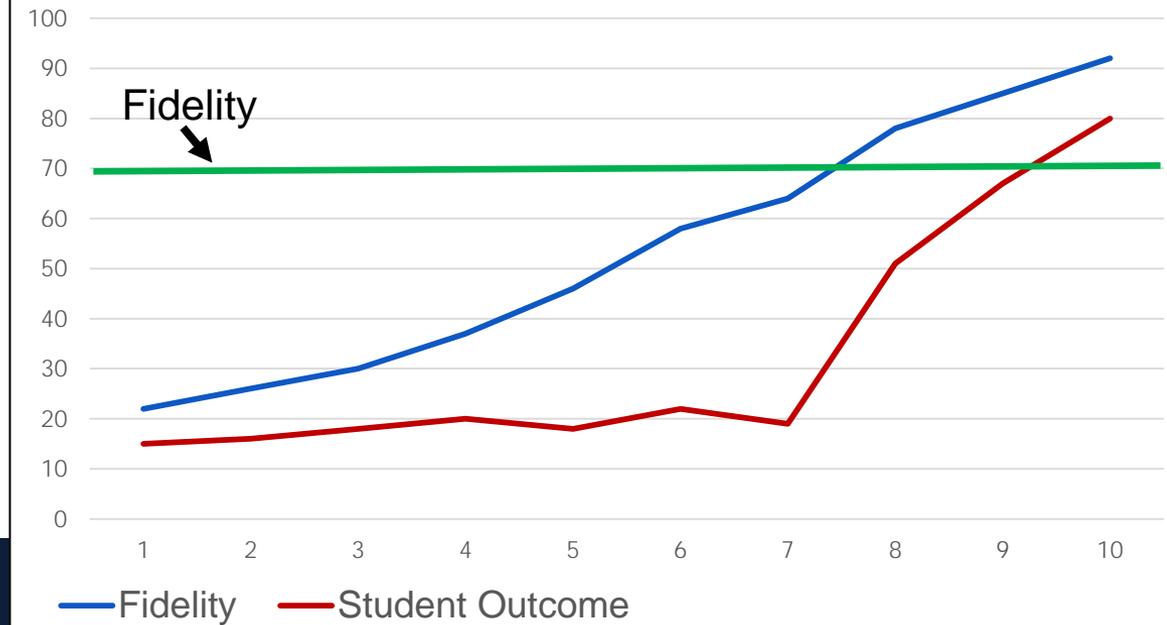
Fidelity:

Doing the right thing in the right way

Myth

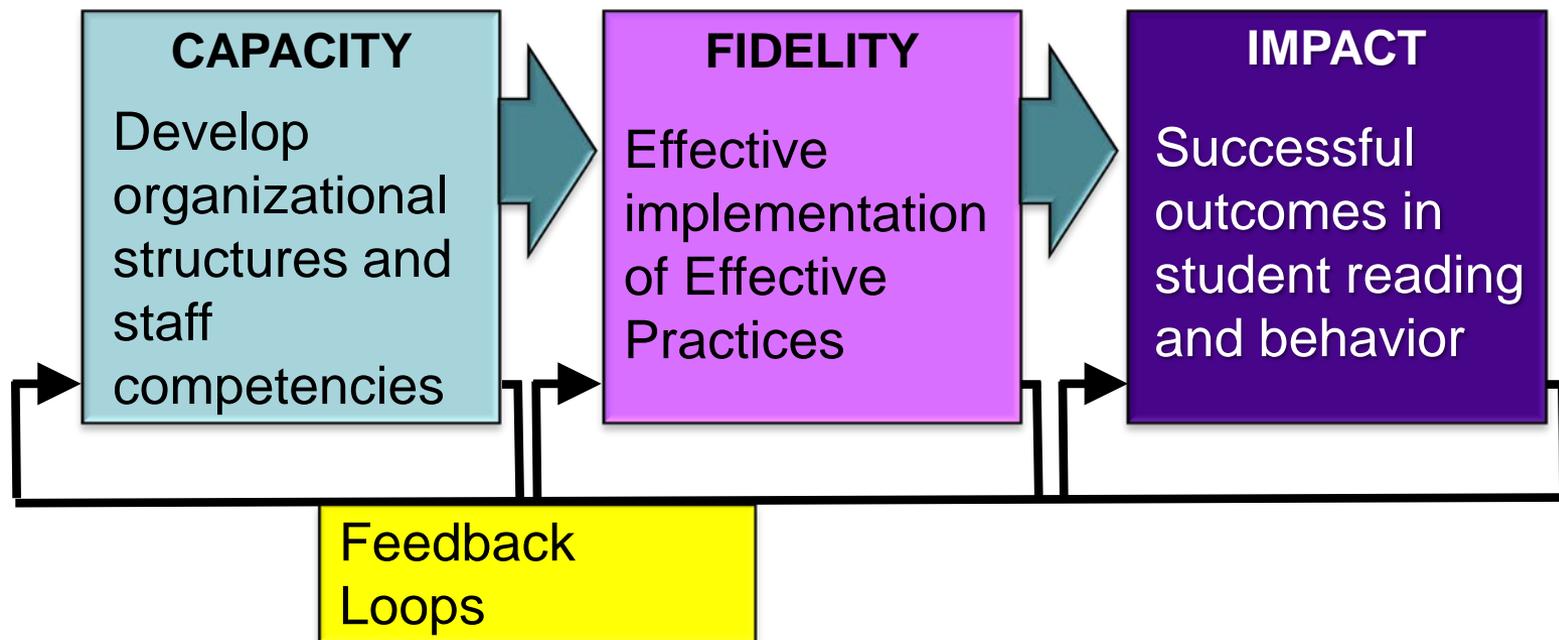


Reality

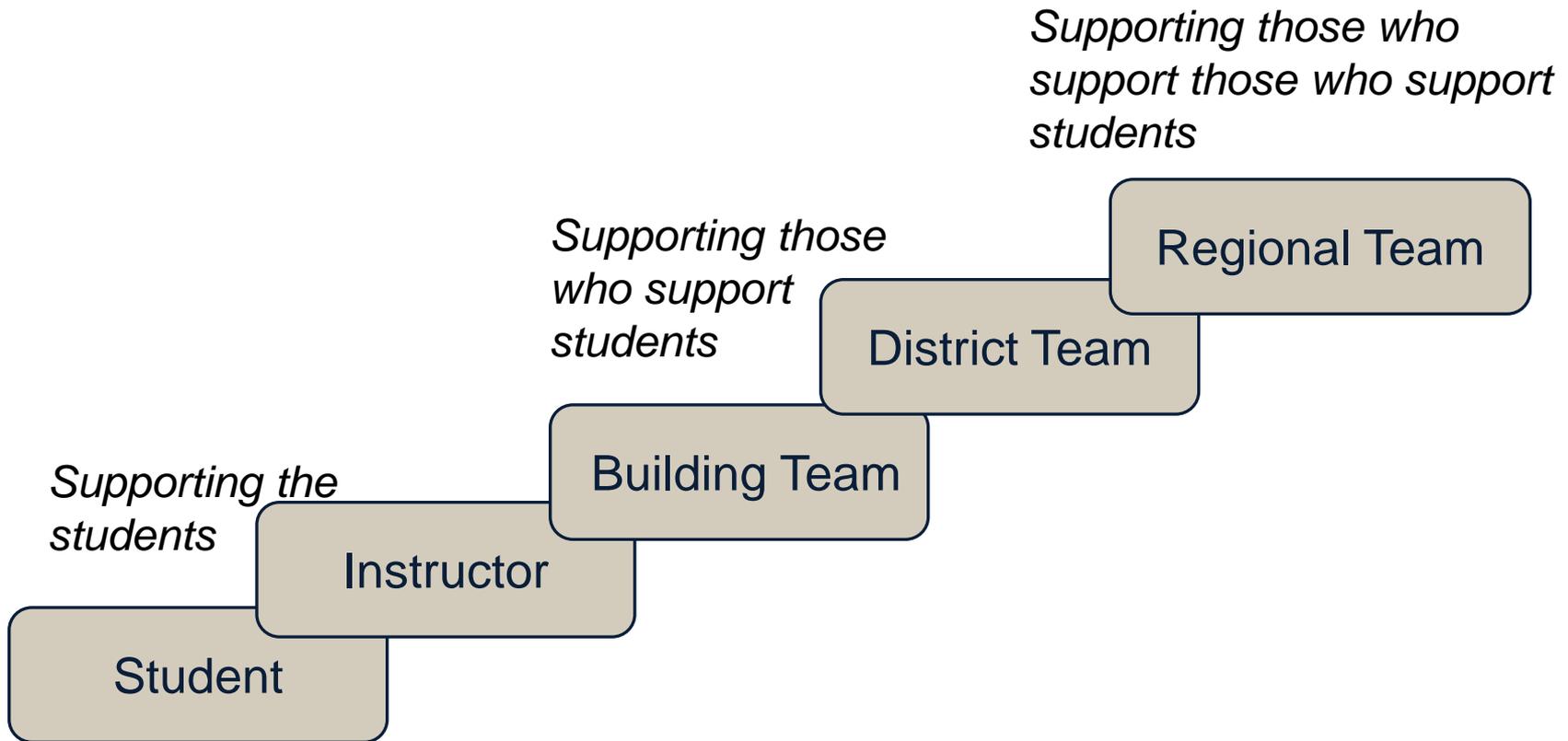


adapted from P. Strain (2016)

Comprehensive Evaluation for Getting outcomes



Cascading System



Differentiating Support for Schools and Districts

Level of Support	Description
Focused Support	Involve specific problem solving around issues that need to be addressed to move forward in implementation efforts (e.g., allocation of funds/resources when there are minimal resources currently available).
Supplemental Support	Supports to the implementation teams intended to get the teams back on track when situations have provided a brief slow-down or set back (e.g., change of team membership, team member on leave).
General Support	Available to anyone. Includes access to resources and materials on website, training modules, state conferences.

Bridging Gaps is a Process



An analogy of implementation stages



Stages of Implementation

Focus	Stage	Description
Should we do it?	Exploration/ Adoption	Decision regarding commitment to adopting the program/practices and supporting successful implementation.
Work to do it right!	Installation	Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.
Work to do it better!	Initial implementation	Try out the practices, work out details, learn and improve before expanding to other contexts.
	Elaboration	Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.
	Continuous Improvement/ Regeneration	Make it easier, more efficient. Embed within current practices.

Stages of Implementation

- Implementation is not an event
- The stages describe the current state of implementation within a district.
- The stages provide a framework to identify key activities and accomplishments that would expedite progress in implementation efforts.
- The speed at which schools/districts move through the stages of implementation vary, based on the experience of staff and allocation of resources.

Moving from Model Demonstration to Standard Practice

Examine Feasibility/Efficacy of Practice Being Developed

Modifying System for Standard Practice

Model Demonstration:
Does it work in a specific setting with a specific population?

Replications:
Can it be reproduced in different settings with different populations?

Embed within existing work: Provide access as current practice

Scale-Up:
Increase “reach” of practice to critical mass of implementation

Invest heavily in resources to produce results

Utilize typical/existing resources



*“It all works out in the end. ...
If it hasn’t worked out, it’s not
the end yet.”*