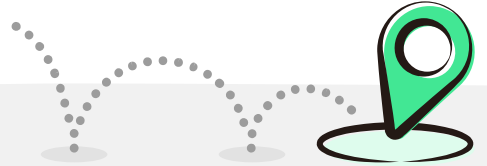


Struggling with MTSS?

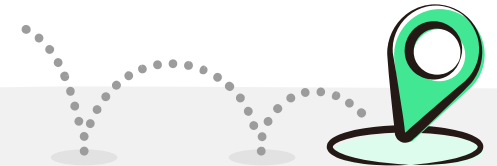
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which raccoon are you today?



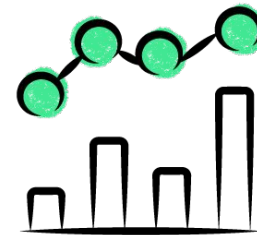
Why is MTSS a priority now and into the future?



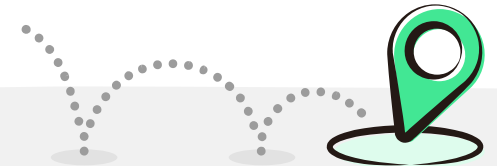
Today's Visual Cues

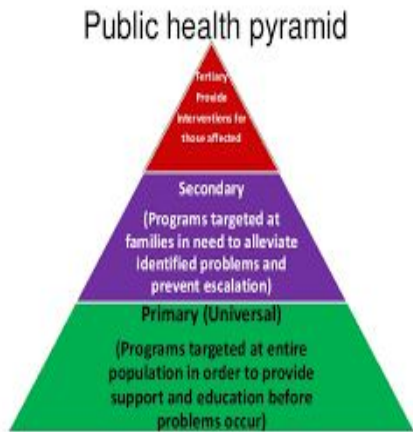


Be Ready to Share



Engage in a Poll





Public Health Model



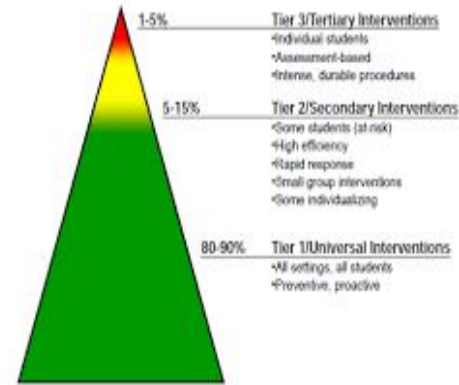
PROBLEM SOLVING APPROACH



Problem-Solving Model



Behavioral Systems

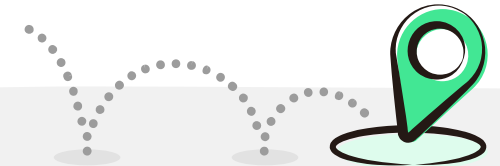


Positive Behavioral Intervention & Supports

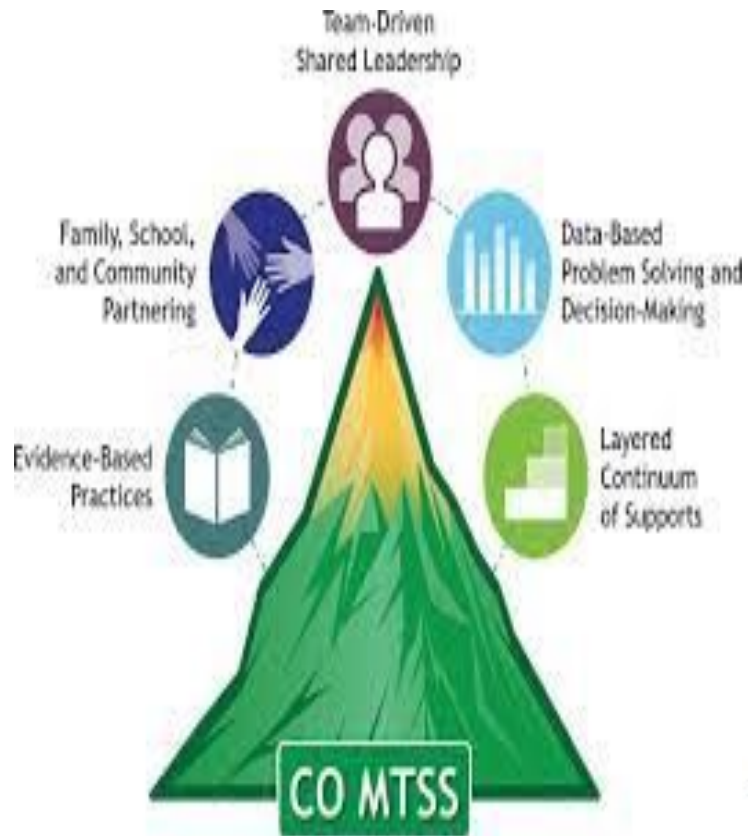


RTI (Response To Intervention)
3 Tiers of Support

Response to Intervention



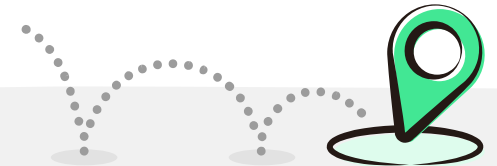
MTSS 60 Years in the Making

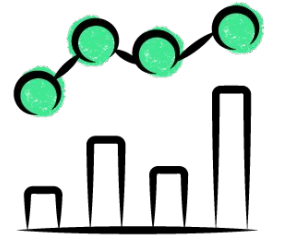


Unifying framework to integrate
Equity through increasing access

Data-driven problem-solving & continuous
improvement

Success depends on implementation





Struggle 1

Clarity

Struggle 2

Staff Buy-In

Struggle 3

Achieving Fidelity

Struggle 4

Implementation
Overload



Common Struggles with MTSS



Struggle 1

Clarity



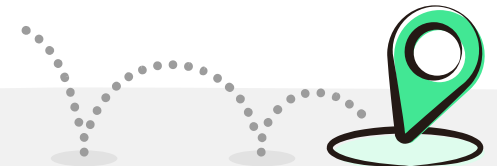
Common Struggles with MTSS

m

Going from this... To this



Everyone in the same boat and rowing in the same direction to achieve prioritized student outcomes of interest



What happens when there is lack of clarity?



Confusion



Frustration/Resentment



Disengagement

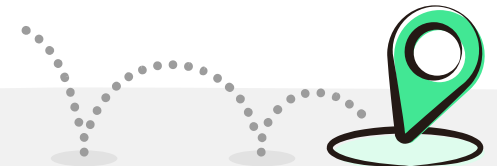


Implementation Gap

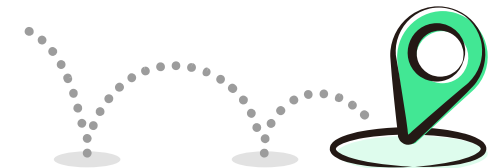
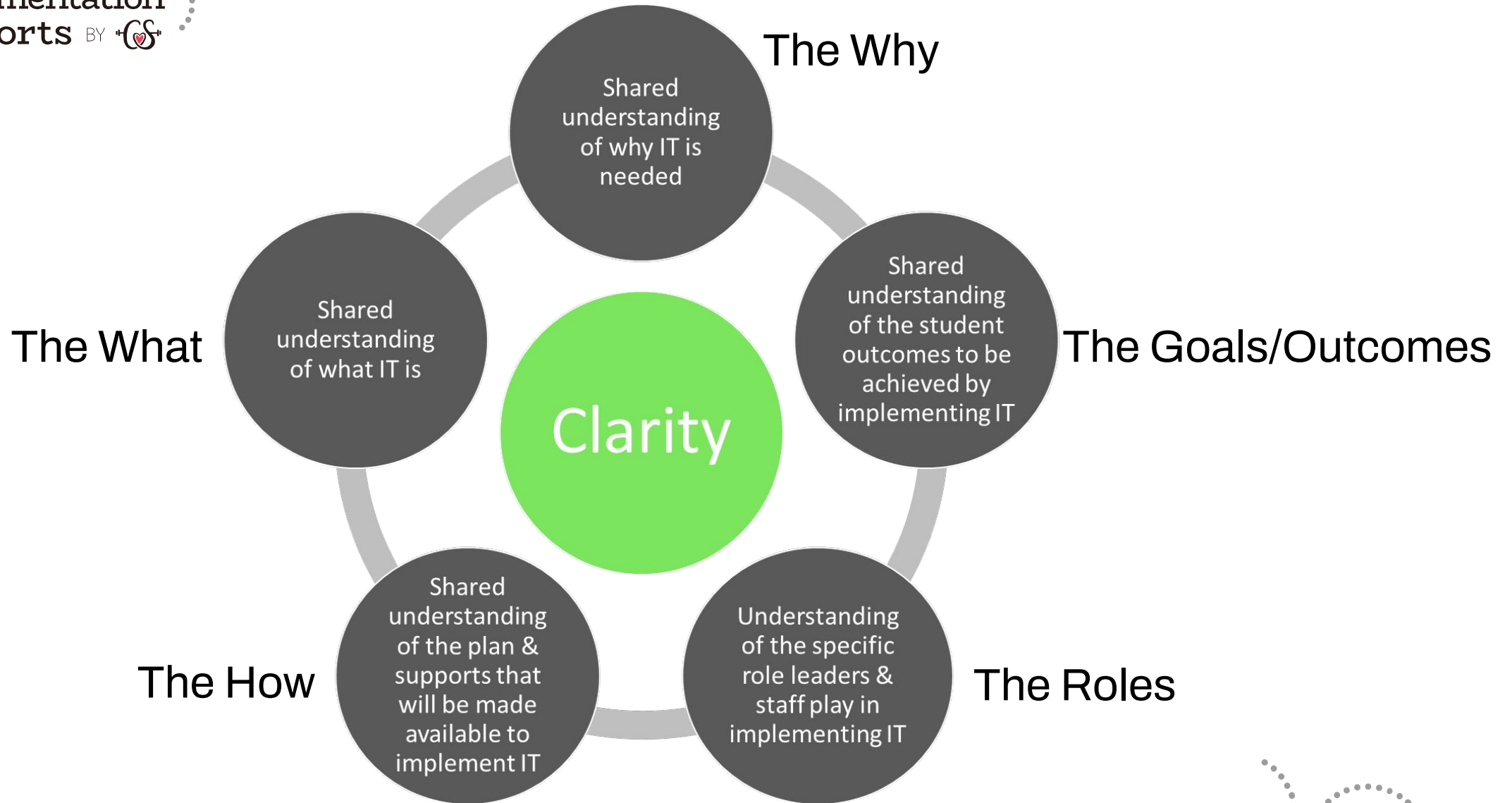


What does clarity mean?

**The quality of something being
coherent, intelligible & memorable**

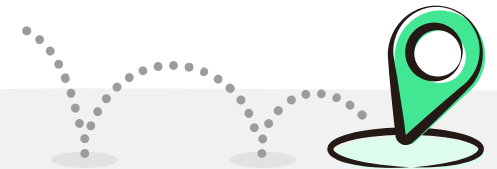


Clarity with regard to what?

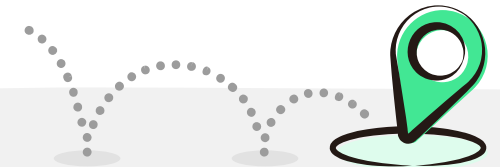


On average, how many times does something
need to be repeated before it is internalized
and remembered?

7

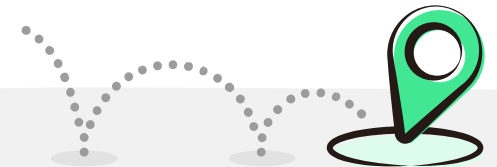


The Why: Existing Problems & Needs



A needs-driven, equity-focused framework that involves.....

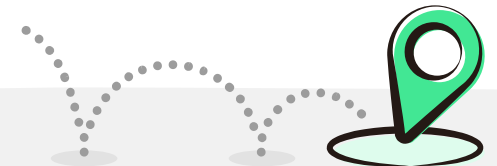
- integrating and organizing the delivery of a continuum of effective social-emotional, behavioral, and academic supports with fidelity
- engaging in data-based problem solving and decision-making across all tiers of support
- striving to ensure each student accesses the support they need to be well, engage fully in their learning experiences, and develop competencies that enable school and life success.



MTSS Core Components

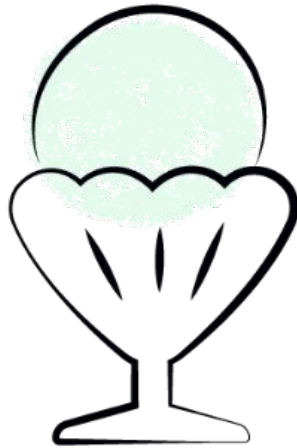
Opposite of Core Component

Multiple tiers of integrated supports	One-size-fits all
'Effective' practices across all tiers	Ineffective or potentially harmful practices
Proactive detection to activate early intervention	Waiting for students to fail
Diagnostic assessments to tailor intervention	Shooting in the dark; trial and error
Progress monitoring	Not tracking or summative evaluation
Fidelity of implementation	Making it up; inconsistency
Data-based decision making	Biased or subjective decisions
Problem-solving across all tiers	Admiring problems rather than solving problems



Layering of Support

More individualization as student needs increase/intensify



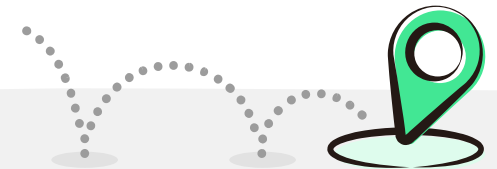
Tier 1



Tier 2



Tier 3



The Goals/Outcomes: Student-Facing

This is our student-facing hypothesis

Enriched Experiences:

We believe that positive outcomes for students will come about if they consistently access...

- **Safe, predictable, inclusive environments**
- **Supportive relationships**
- **Relevant teaching & learning**
- **Experiences that promote empowerment**
- **Timely support if needed**



Proximal Outcomes:

Internal factors we want to produce for each student that come about as a result of accessing enriched experiences and lead to observable indicators of performance

- Sense of safety
- Sense of belonging
- Emotionally regulated
- Cognitively engaged
- Feeling supported and empowered



Intermediate Outcomes:

Observable indicators of performance that come about when the proximal outcomes are in place that lead to longer-term outcomes

- Attendance
- Behavior consistent w/ expectations
- Use of social-emotional skills
- Positive interactions w/ others
- Engagement & persistence in learning
- Academic growth on formative assessments



Distal Outcomes:

Longer-term outcomes that come about as a result of proximal and intermediate outcomes that set students up for life transitions & success

- Future & goal oriented with a sense of hope/purpose
- Competencies that enable success in work, civic, and private aspects of life
- Socially, emotionally, and physically healthy
- Positive contributors to community & society

The Roles & Practices: Staff-Facing

This is our adult-facing hypothesis

Preconditions:

We believe if our adults possess these beliefs and mindsets and are socially and emotional well and competent they are likely to invest in delivering effective practices in a way that leads to beneficial student outcomes

Adult Preconditions

- Social-emotional well-being & competencies
- Collective efficacy
- Diversity, equity, and inclusive mindset
- Understanding of student holistic needs
- Collaboration & psychological safety

Implementation of Effective Practices:

We believe if these effective practices are implemented well (with fidelity and in a developmentally appropriate and culturally responsive way) then each student will consistently access enriched experiences that lead to desired outcomes

Tier 1 Practices for ALL

- Quality core curriculum and culturally responsive teaching strategies
- Tier 1 PBIS
- Restorative Practices
- SEL Curriculum & Instruction
- Universal screening

Role of administrators

Role of teacher

Role of paraeducator

Role of professional support staff

Adult-Facing Implementation

Student-Facing Experiences & Outcomes

Preconditions:

Staff beliefs, knowledge, mindsets and wellbeing

Core practices:

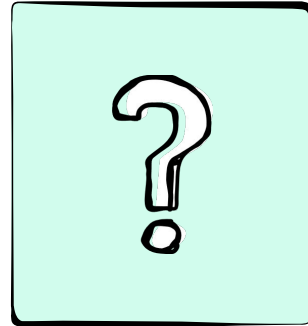
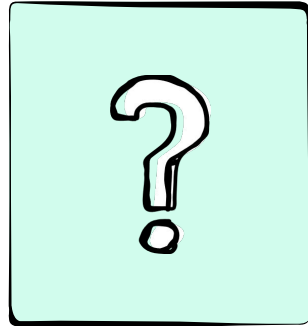
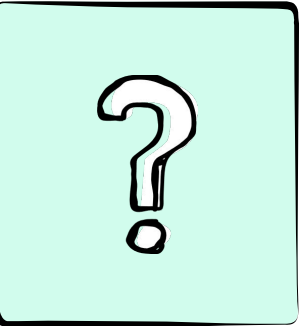
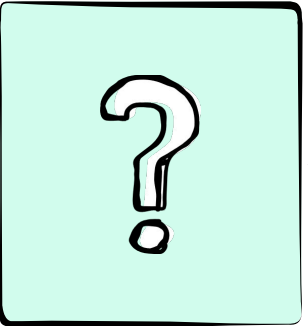
Implementation of Effective Practices

Consistent Access to Enriched Experiences

Proximal

Intermediate

Distal

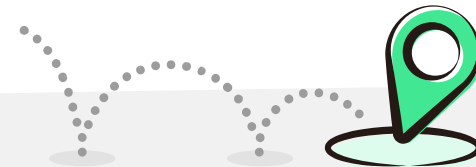


Implementation Supports:
Systems in place to understand where the adults are at and what they need to be well and invest in delivering effective practices with fidelity to increase student access to enriched experiences that lead to desired outcomes

**Bringing it All Together:
A Clear Theory of Action**

Clarity Checklist

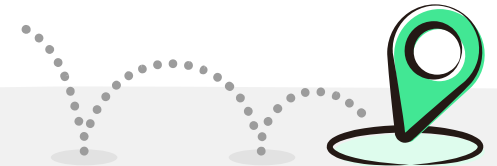
Clarity Items	Completed
Are leaders & staff clear about what MTSS is, including the core components?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are leaders and staff clear about why MTSS is needed (to address existing needs/problems)?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are leaders and staff clear about the student outcomes to be achieved by MTSS implementation?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are leaders & staff clear about the specific role they play in supporting the implementation of MTSS?	<input type="checkbox"/> YES <input type="checkbox"/> NO
Are leaders & staff clear about the plan and the supports that will be made available to implement MTSS?	<input type="checkbox"/> YES <input type="checkbox"/> NO





Pause, Think, Reflect on **Clarity**

1. Do leaders and staff know why MTSS is needed?
2. Do you have a coherent, intelligible, & memorable (i.e., clear) definition of MTSS, including its core components?
3. Do leaders and staff know this definition?
4. **Do leaders and staff understand their specific roles and what they are responsible to do to implement MTSS?**
5. Do educators understand the plan, including timeline, what successful implementation looks like, and the supports that will be made available to them?



Struggle 1

Clarity

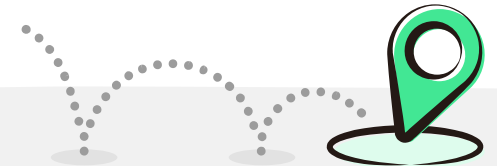
Struggle 2

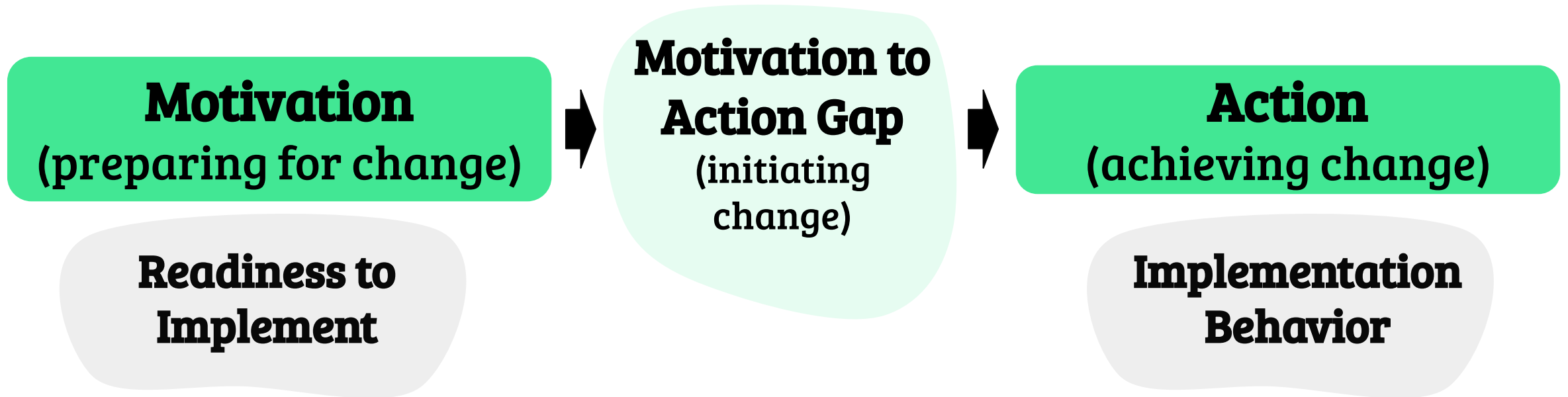
Staff Buy-In



Common Struggles with MTSS

**Buy-in = Motivational
readiness to
implement**





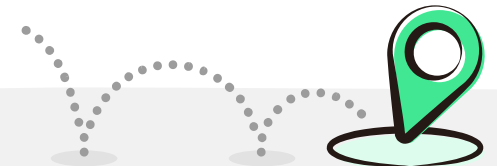
The Formula for Motivational Readiness

I understand the need to do it

- + **I see the value/benefit in doing it**
- + **I understand why it is a priority**
- + **I feel pressure by others to do it**
- + **I feel like I can do it**

I WILL do it

**Motivational
Readiness
to Implement**



Measuring Motivational Readiness

What to Measure

- Awareness of the need to do it
- Knowledge about the outcomes of doing it
- Priority to do it (more important than other)
- Social norms & expectations to do it
- Confidence in being able to do it
- Commitment to do it

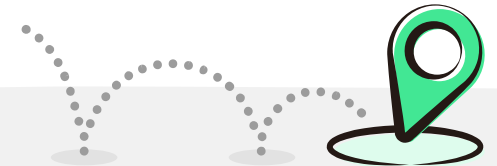
From Whom

- Designated implementers (teachers, paraeducators)
- Leadership
- Professional support staff

How to Measure

- Surveys (anonymous)
- Polls
- Focus groups
- Individual check-ins / interviews
- Exit tickets

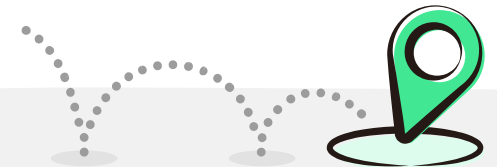
Staff Readiness to Implement: <https://characterstrong.com/cis-srit>





Pause, Think, Reflect on **Staff Buy-In**

1. Do you have an issue with motivational readiness to implement?
2. Do you have data on the extent to which motivational readiness to implement is a problem?
3. If it is a problem, do you have an understanding of why the problem exist to generate solutions?
4. **How much of 'buy-in' issues are due to lack of clarity?**



Struggle 1

Clarity

Struggle 2

Staff Buy-In

Struggle 3

Achieving Fidelity



Common Struggles with MTSS



“ Evidence-based practice
requires **evidence-based
implementation.** ”

- Ross Brownson
(Implementation Scientist)



**Successful
Implementation**



**IMPLEMENTATION
OUTCOMES:**
**The deliberate effects of
implementation supports**

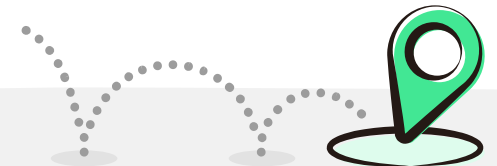


Adoption

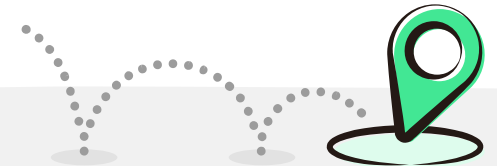
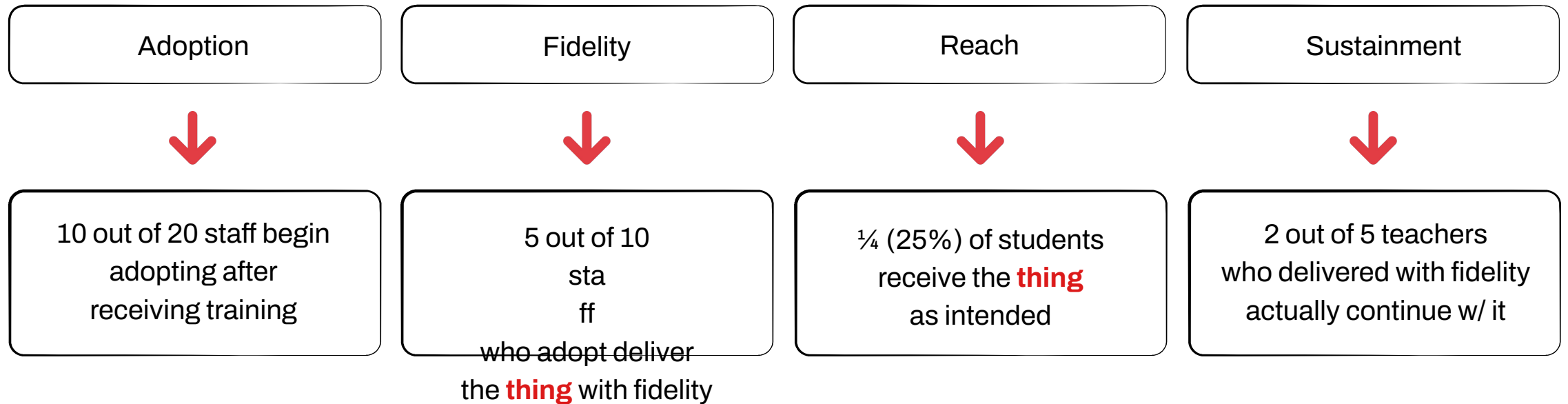
Fidelity

Reach

Sustainment

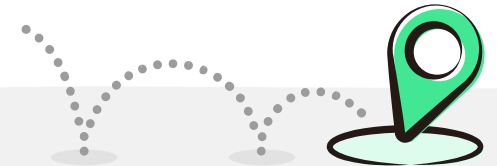


Leaky Implementation Pipeline



Fidelity =

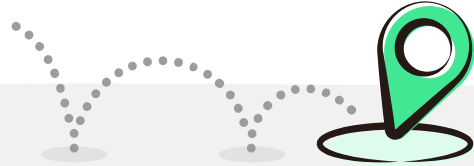
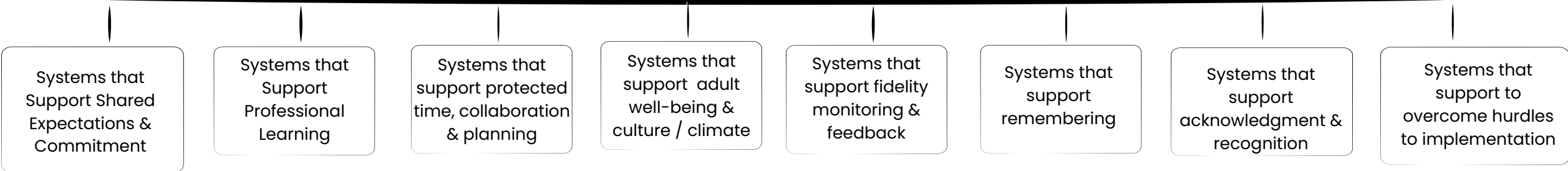
Students receiving
practices in a way
that is likely to lead
to beneficial
outcomes



Systems of Implementation Support



District & Site-Based Leadership Teams





District Implementation Infrastructure Assessment (DIIA)

Purpose: The purpose of the DIIA is to assess whether core implementation supports are in place at a district-level to create an infrastructure that supports ongoing, effective implementation. The data that result from this assessment are intended to inform decisions and action planning. These decisions and action planning a more solid district-level implementation infrastructure that facilitates implementation at the building level with regard to high quality programs and practices that have been selected to produce improvements in student outcomes.

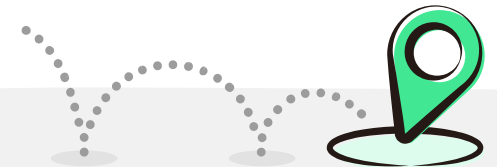
District-Level Components of Effective Implementation	Firmly in place <small>(all sub-components in place)</small>	Moderately in place <small>(3-4 sub-components in place)</small>	Slightly in place <small>(2-3 sub-components in place)</small>	Not at all in place <small>(0 sub-components in place)</small>
<p>District Implementation Team: There is no successful implementation in a district without the presence of a district implementation team (DIT).</p> <ol style="list-style-type: none"> The DIT is a distributed leadership structure within a district that provides oversight and strategic planning of all the ongoing implementation efforts occurring at once that are being pushed/rolled out to schools. The DIT should include members that are representative of the various central leaders who are responsible for organizing and supporting the implementation of specific work in the district. The goal is for central leaders to collaborate with one another and for each leader to have a voice so they can represent the work they are responsible to implement, as well as understand that the decisions to implement in one area of work have implications for another area of work. DIT meets regularly (1x per month), with 80% or more members attending each meeting. The DIT uses a structured process and meeting agenda to facilitate problem-solving barriers implementation and developing and deploying action plans that continuously improve implementation. 				

1. District Implementation Teaming
2. Collaboration & Psychological Safety
3. Resource Allocation
4. Dissemination & Implementation Plan
5. Supportive Accountability Mechanisms
6. Coaching Linked to Sites
7. Data-Driven Continuous Improvement



Pause, Think, Reflect on **Achieving Fidelity**

1. Are the opportunities to improve District Implementation Infrastructure as a critical driver of implementation success?
2. **Do our site-based teams have the knowledge/capacity to put systems of implementation support in place to drive successful implementation?**
3. Is there a routine process of identifying hurdles to implementation and creating plans to overcome those hurdles?



Struggle 1

Clarity



Struggle 2

Staff Buy-In



Struggle 3

Achieving Fidelity



Struggle 4

Implementation
Overload



Common Struggles with MTSS





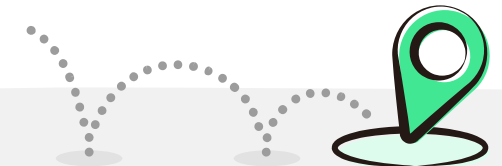
“

In schools the main problem is not the absence of innovations but the presence of too many disconnected... piecemeal, superficially adorned projects.

”

- Michael Fullan



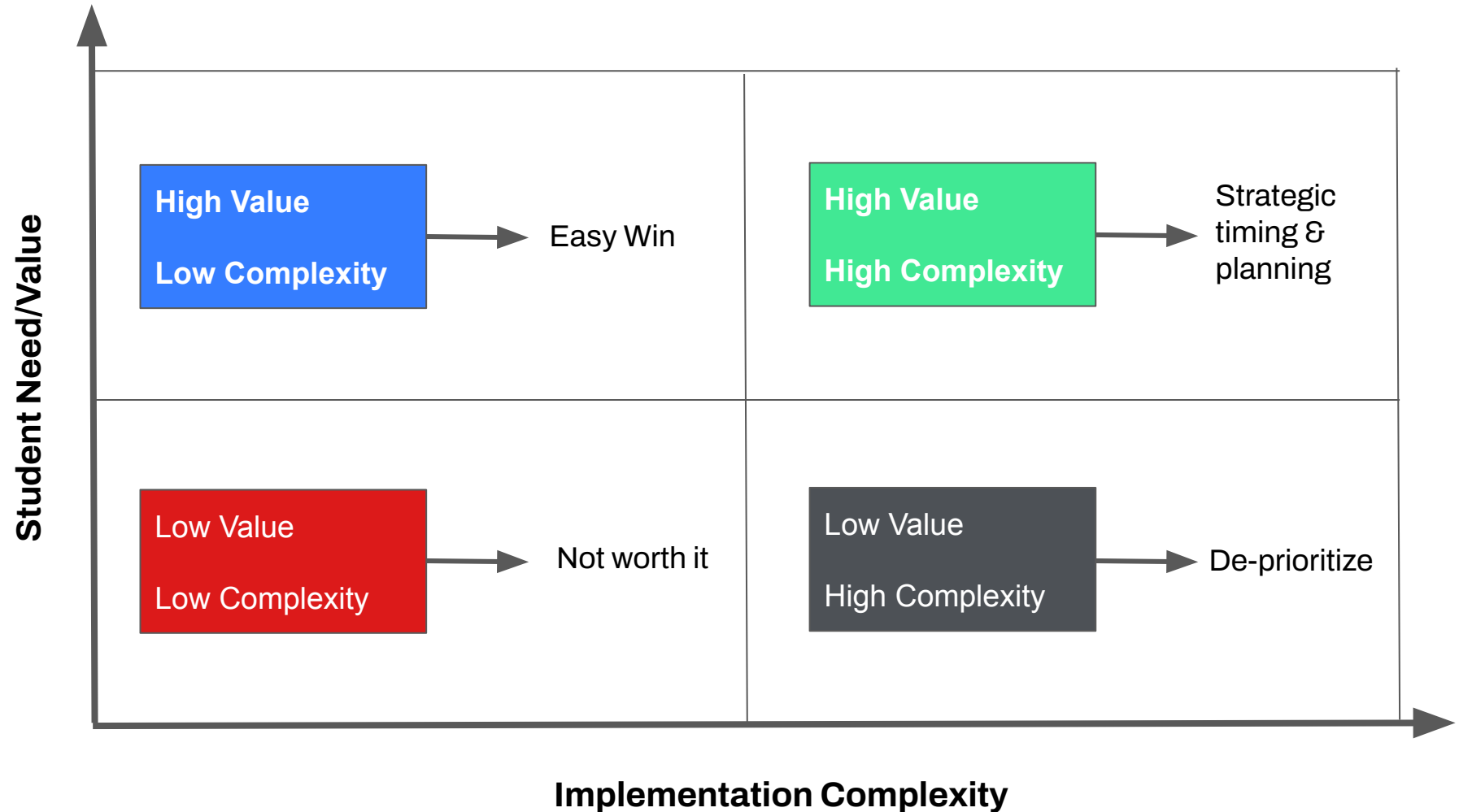


De-Implementation/De-Prioritization



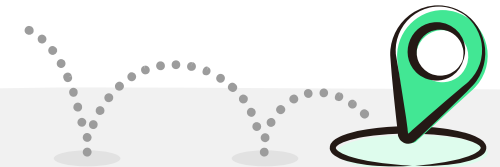
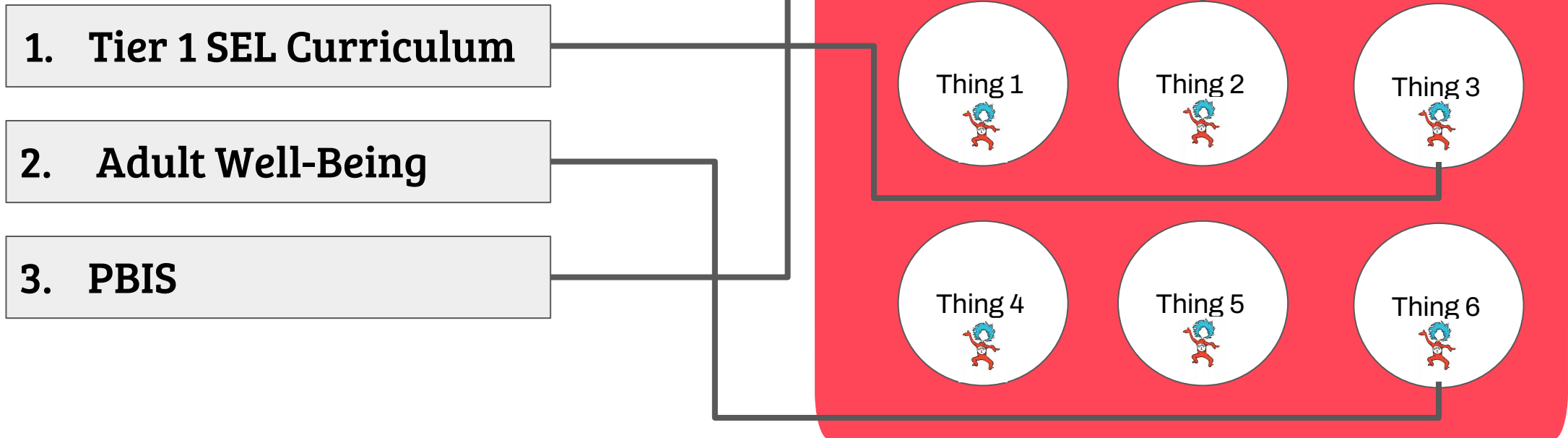
1. Identify the program or practice to de-implement
2. Estimate the prevalence of staff using the program or practice
3. Identify potential factors that maintain use of the practice
4. Develop de-implementation plan to extinguish program or practice
5. Evaluate the effects of the de-implementation plan

Prioritization: Value/Complexity Matrix

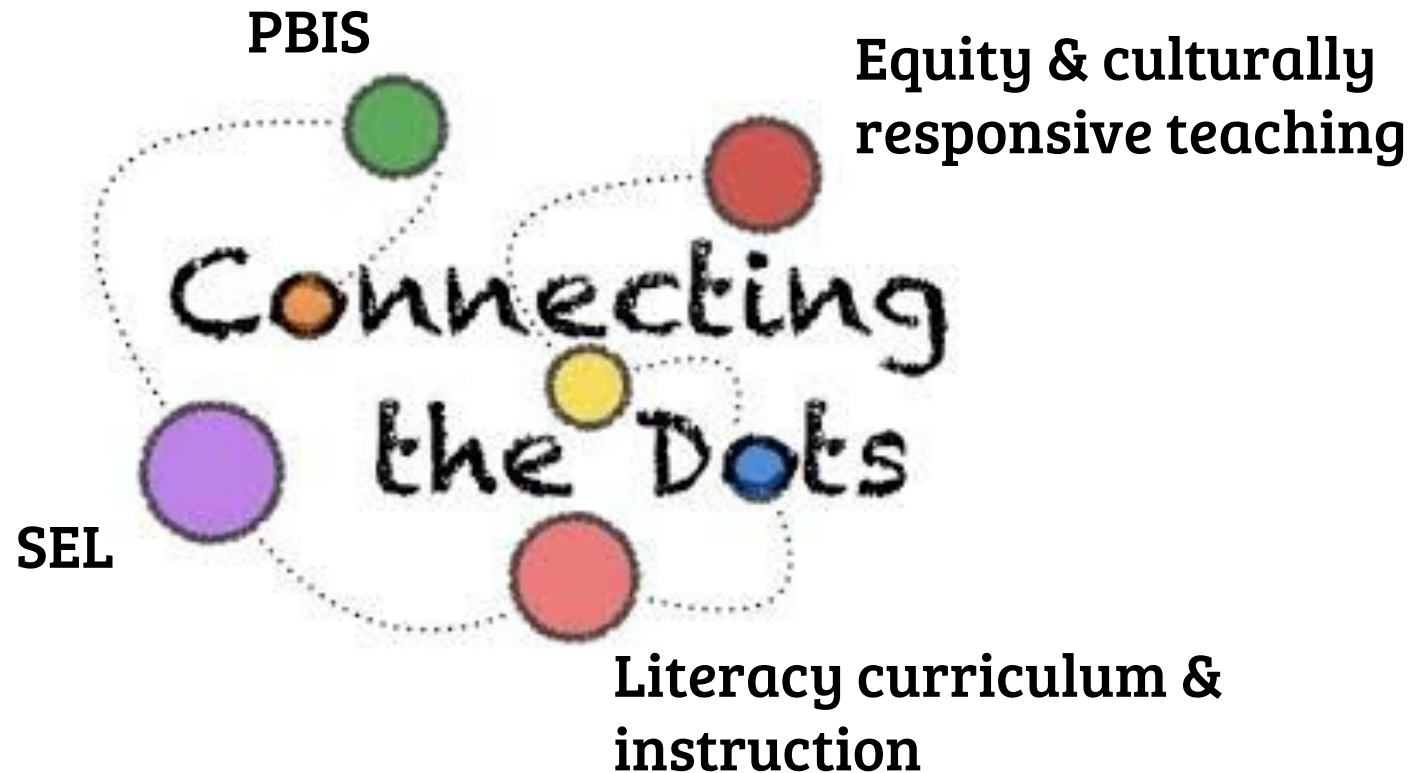


Prioritization

List of All the 'THINGS'



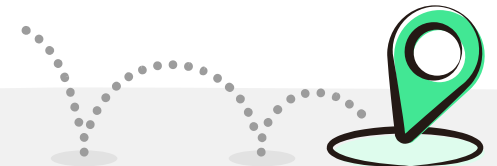
How do all the parts work & fit together?

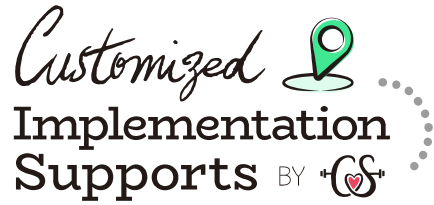




Pause, Think, Reflect on **Implementation Overload**

1. Do people in your school system routinely say their 'plates are too full'?
2. **How many implementation efforts can you name that are currently happening?**
3. Do we need to take something off our educators' plates (i.e., de-implement)?
4. Do we need to strategically prioritize what's most important?
5. Do we need to be more intentional about connecting all the dots between the different pieces?





Share one thing you are leaving most excited about today!

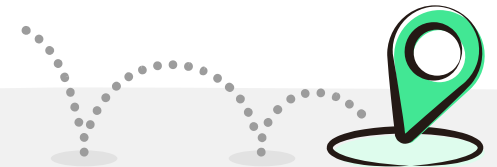
*If you're interested,
**book a call and/or
request a quote!***



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info@characterstrong.com



Upcoming CharacterStrong Events

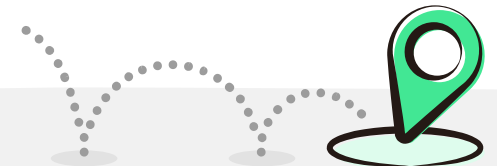
Tomorrow // Elementary SEL Demo

Jan 26th // Webinar - 5 Best Practices from 3 National School Counselors of the Year

Jan 27th // Secondary SEL Demo

Feb 9th // Webinar - 3 Things Your Staff Aren't Telling You (But You Need to Hear)

Feb 24th // Webinar - Increasing Success with Tier 2 Interventions



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