Getting MTSS Right

Webinar Hosted By

Implementation

Supports BY W



Before We Begin



This webinar is being recorded and attendees are in Listen Only mode



Links and resources will be shared in the chat



Use the chat or Q&A feature to engage today





During the Webinar



Define the importance of **Clarity, Competence & Consistency** for Educators



Outline the **District & Building Infrastructure** needed for successful MTSS Implementation



Overview the **Customized Implementation approach** we use to support MTSS Implementation





After the Webinar



Get the support based on your needs



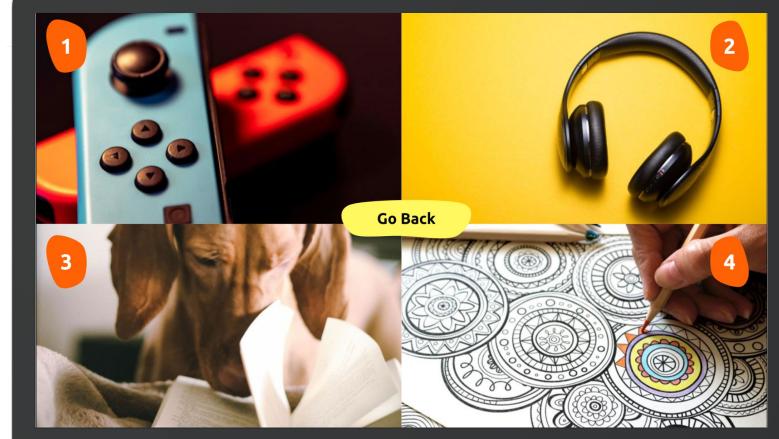
We will be sending out the slides in PDF format



We will send the recording so you can watch later or share with colleagues







In the chat, share which image best describes your mood / personality today & why!





What are your needs around MTSS?

We have a clear MTSS plan, I am just here for a tune-up & tips



We are not clear on our MTSS direction and could use some help



We are struggling to implement a robust MTSS framework and need some urgent support









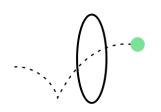


How does MTSS go wrong?





Symptoms MTSS is going wrong



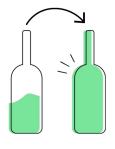
Treated as a hoop to jump through



Lukewarm commitment to implement



Used as a label for students



Old wine in a new bottle



Lives in a document or triangle graphic

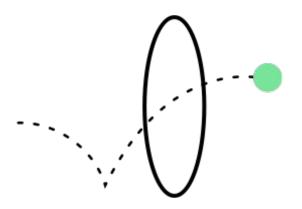


Siloed approach









Treated as a hoop to jump through to get to special education





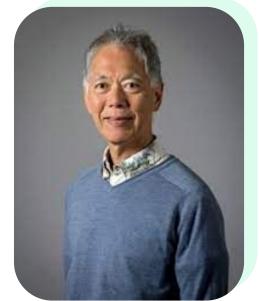


Used as a label for students





There are not Tier 2 & 3 kids, there are Tier 2 & 3 Supports.



George Sugai Retired UCONN Professor



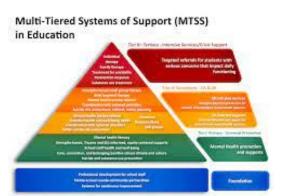


Lives in a handbook or graphic







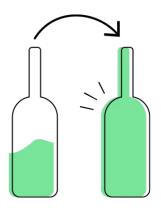








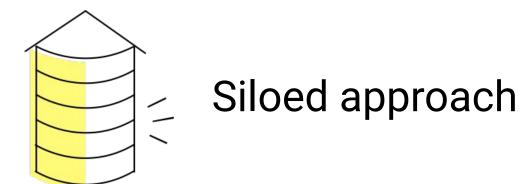




Old drink in a new bottle











How do we get anything right when it comes to improving student outcomes on purpose?





Undeniable Truth

All the positive outcomes we want to achieve for students through MTSS is built on the shoulders of educators





Adult Preconditions to Getting to Students Outcomes



Well-being



Engagement



Shared Clarity



Collective Efficacy & Collaboration



Sustained High Fidelity **Implementation**





How are your educators doing?

Indicators of a Healthy & Ready Workforce	In Place Among Educators
Emotional Well-being	Yes, Somewhat, Not Really
Feeling Valued & Appreciated	Yes, Somewhat, Not Really
Engaged	Yes, Somewhat, Not Really
Collective Efficacy	Yes, Somewhat, Not Really
Psychological Safety & Trust	Yes, Somewhat, Not Really



MTSS is a Service Delivery Framework

Service delivery framework means organizing and delivering a continuum of support that can be matched to the type (academic or social, emotional, behavioral) and intensity of students' needs to achieve important outcomes that result in success in school & life





MTSS is a Service Delivery Framework

Organizing and delivering a continuum of support requires those educators who directly interface with students being be clear about their roles, feeling competent, and consistently following through with the delivery of effective practices with fidelity



MTSS is a Service Delivery Framework

Focus on role clarity and behavior change among educators who interface with students

Certified Educators

- Teachers
- School counselors, school social workers, school psychologists, behavior specialists
- Administrators (deans, assistant principals)

Classified Educators

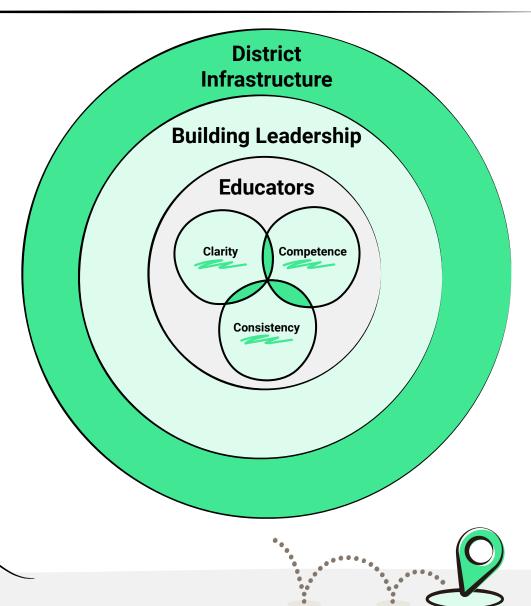
- Paraeducators
- Office staff
- Nutritional staff
- Transportation staff





Getting MTSS Right

Central Office to the **Classroom** to **Promote System Change**





Getting MTSS Right

Do our educators have clarity, competence, and consistency? If not, what areas do they most need support?

Clarity

What educators need to deeply understand and be motivated to do with regard to MTSS

Competence

What practices educators need to learn how to implement & improve to deliver with fidelity over time

Consistency

What practices educators need to implement daily & weekly and maintain over time





Getting MTSS Right: Clarity

Clarity

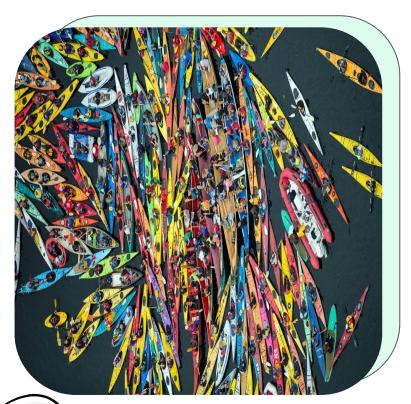
What educators need to deeply understand and be motivated to do with regard to **MTSS**





Clarity & Coherence

Going from this...



To this!



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



Implementation Supports BY ***

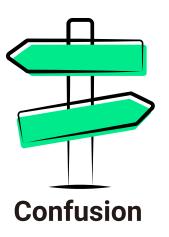


....(clarity) consists of the shared depth of understanding about the purpose and nature of the work. Coherence, then, is what is in the minds and actions of people individually and especially collectively.

- Michael Fullan



What happens when there is lack of clarity?











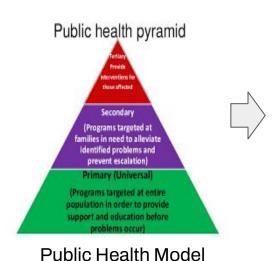
MTSS Clarity Checklist

Clarity Items	Completed
Are leaders & staff clear about WHAT MTSS is, including the big ideas and practices?	□ YES □ NO
Are leaders and staff clear about WHY MTSS is needed (to address existing needs/problems)?	□ YES □ NO
Are leaders and staff clear about the student OUTCOMES to be achieved by MTSS implementation?	□ YES □ NO
Are leaders & staff clear about the specific ROLE they play in supporting the implementation of MTSS?	□ YES □ NO
Are leaders & staff clear about the PLAN and the supports that will be made available to implement MTSS?	□ YES □ NO

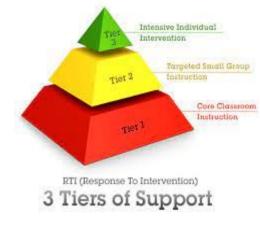




The Why







Response to Intervention



The What



MTSS Big Ideas

'Evidence-based' practices across all tiers

Proactive detection to activate early intervention

Diagnostic data to inform precision intervention

Progress monitoring

Fidelity of implementation

Data-based decision making

Problem-solving across all tiers

Opposite of Big Ideas

One-size-fits-all approach

Ineffective or potentially harmful practices

Waiting for students to fail

Shooting in the dark; trial and error

Not tracking response to intervention

Not following through; students not receiving

Biased or subjective decisions

Admiring problems rather than solving problems





The What

Layering of Supports

Starting with a strong base

Layering supports in addition to or on top of the base (not in replacement of the base)

More individualization as students needs increase/intensify







Tier 2



Tier 3





Staring with Outcomes: A Model to Establish Clarity

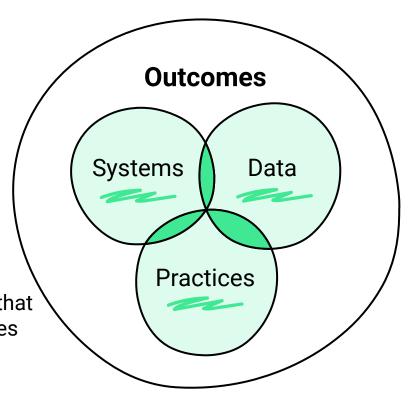
MODEL TO LIVE BY



What the systems of support that must be in place to enable educators to continuously improve their delivery of the effective practices to reach high fidelity?



What are the effective practices that will produce the student outcomes on purpose, if implemented with fidelity?





What student outcomes do we want to achieve and produce on purpose?



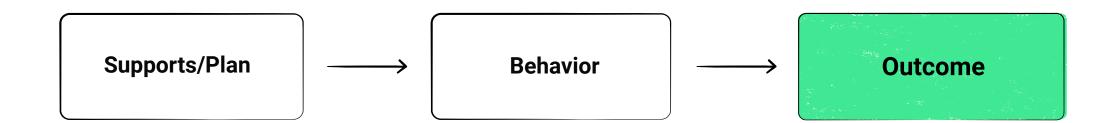
What implementation outcome and student outcome data will be collected to drive continuous improvement decisions?





Clarity: Outcomes, Behavior, Supports

Backwards Design (going from right to left)







Clarity: Outcomes, Behavior, Supports

Example: Physical Fitness/Health



- Reminders
- Accountability partner
- Map out fitness classes
- Lay out my clothes the night before
- Get new running shoes
- Download an app to keep my progress

Routine exercise (5 days per week): Run, lift light weights, walk Physically fit & healthy





Clarity: Outcomes, Behavior, Supports

Implementation Supports

Training (sync & async)

Coaching

Dedicated Monthly PLC protocol

EMR Playbook with implementation scripts

Educator Behavior

Establish-Maintain-Restore Practices

Establish

- Positive greetings at the door
- Indirect compliment through other adults
- Banking time

Maintain

5 to 1 ratio

Restore

- Letting go conversation
- Taking ownership
- Win-win conversation
- Separate deed from doer

Outcome

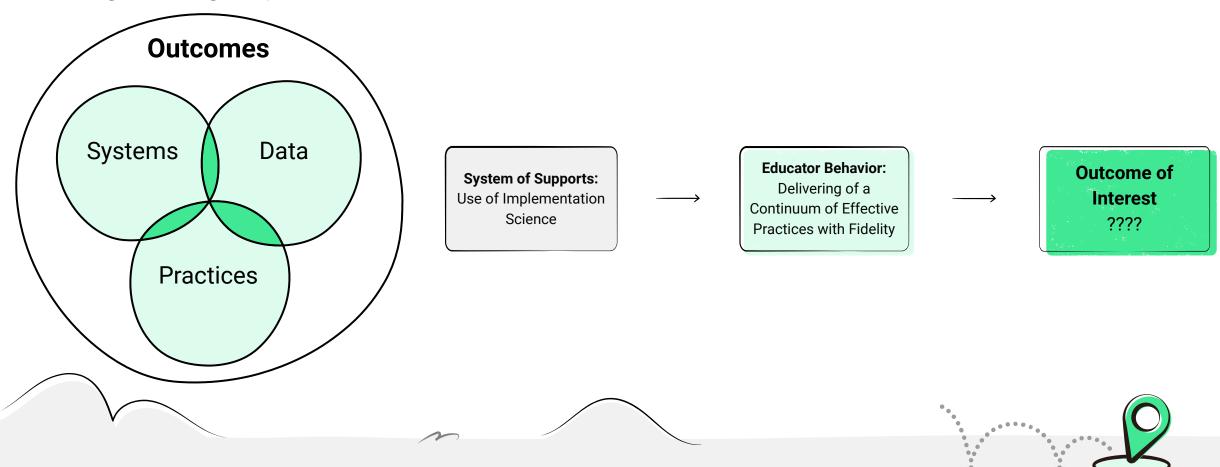
Increase student sense of belonging





Whole School MTSS: Backwards Design

MODEL TO LIVE BY





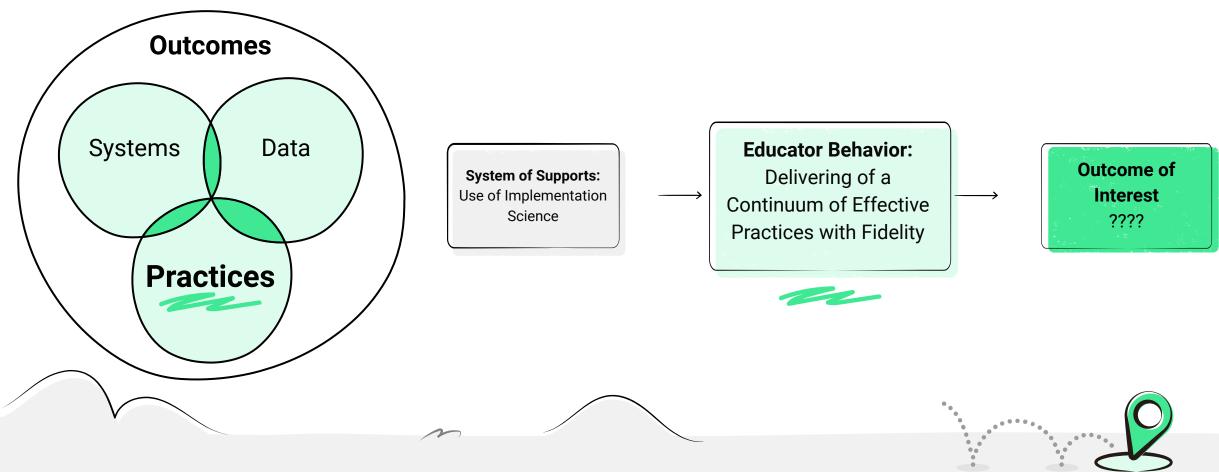
Whole School MTSS: Backwards Design

MODEL TO LIVE BY **Outcomes Systems** Data **Outcome of Educator Behavior: System of Supports:** Delivering of a Interest Use of Implementation Continuum of Effective Science ???? Practices with Fidelity **Practices**



Whole School MTSS: Backwards Design

MODEL TO LIVE BY





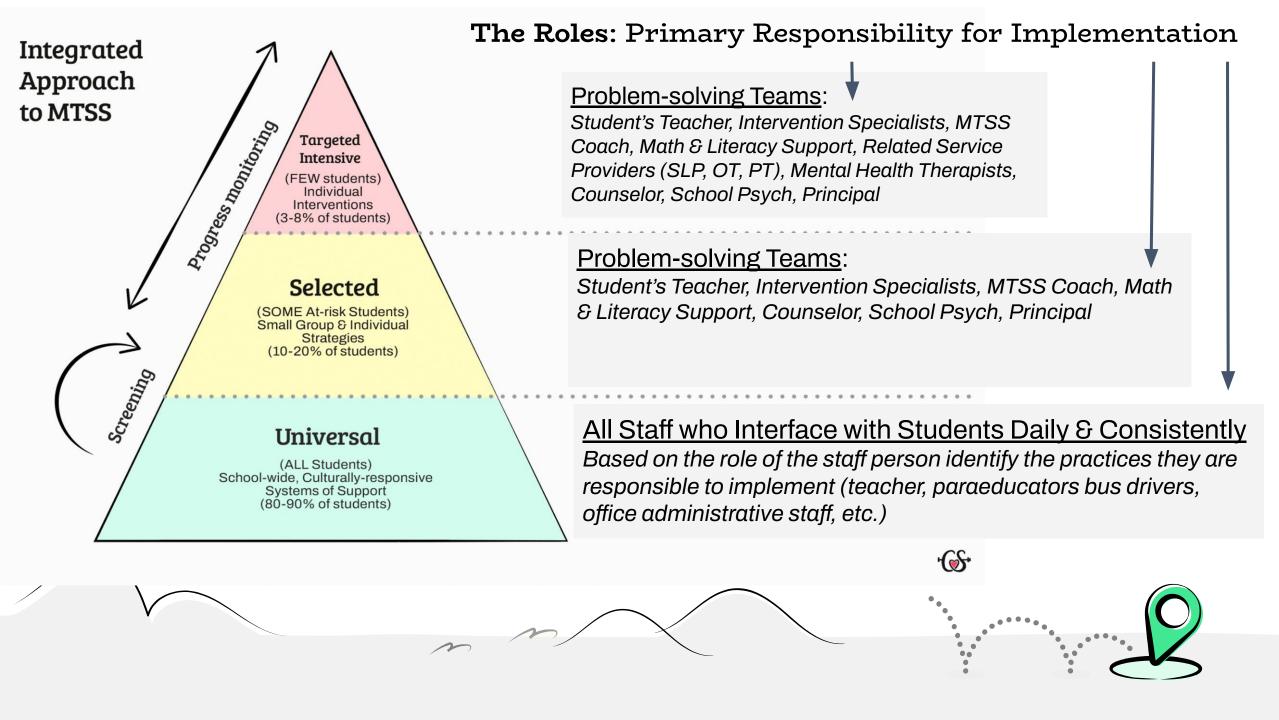
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MODEL TO LIVE BY **Outcomes** Data **Systems System of Supports: Educator Behavior: Outcome of** Delivering of a Use of Implementation Interest Continuum of Effective Science ???? Practices with Fidelity **Practices**



Whole School MTSS: Backwards Design

MODEL TO LIVE BY **Outcomes** Educator **Systems System of** Data **Outcome of Behavior: Supports:** Interest Delivering of a Use of Implementation ???? Continuum of Effective Science **Practices with Fidelity Practices**





Getting MTSS Right: Competence

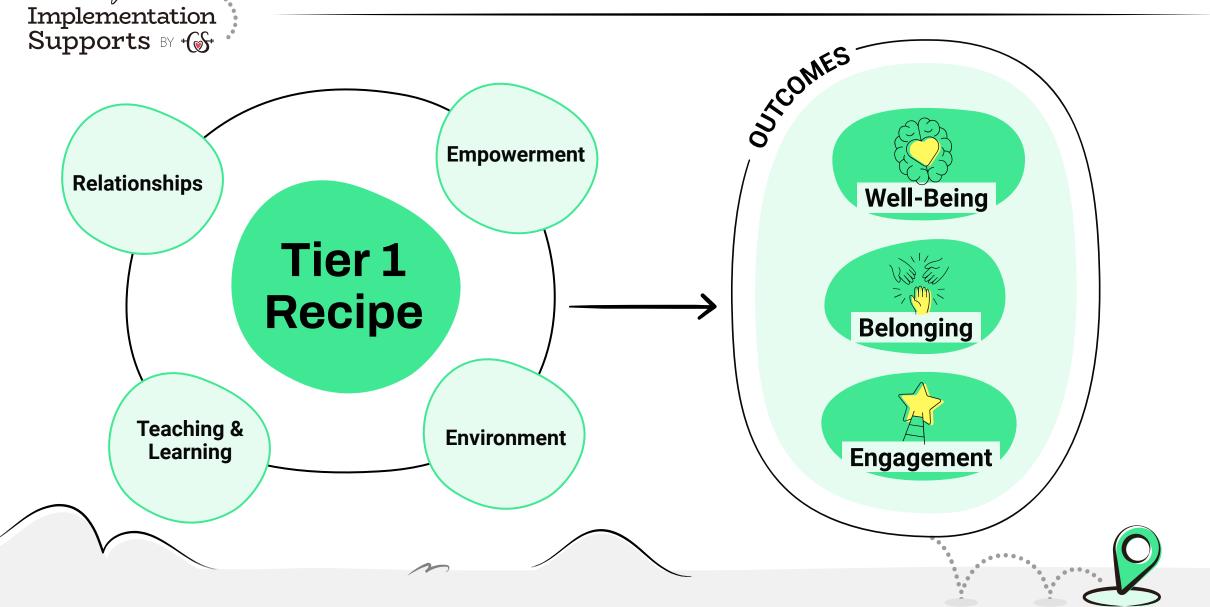
Competence

What practices educators need to learn how to implement & improve to deliver with fidelity over time



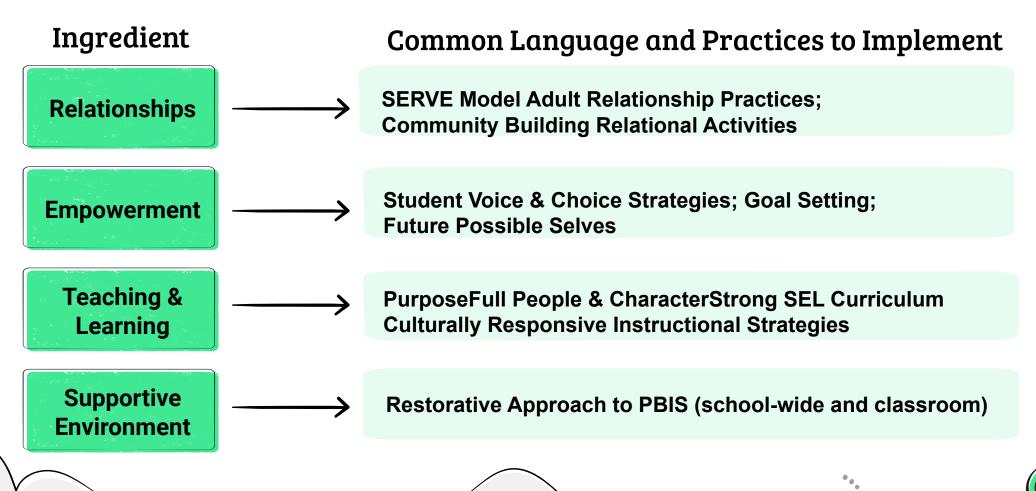


Outcomes: Tier 1 Recipe





Tier 1 Recipe: What to Implement with Fidelity



Typical Day/Hour

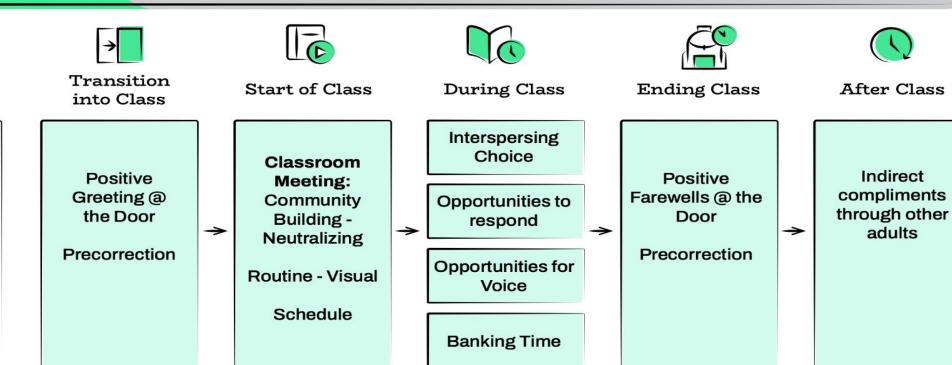
Desired Students Outcomes

Well-being, belonging, and engagement in academics



Setting Up Class (Teaching)

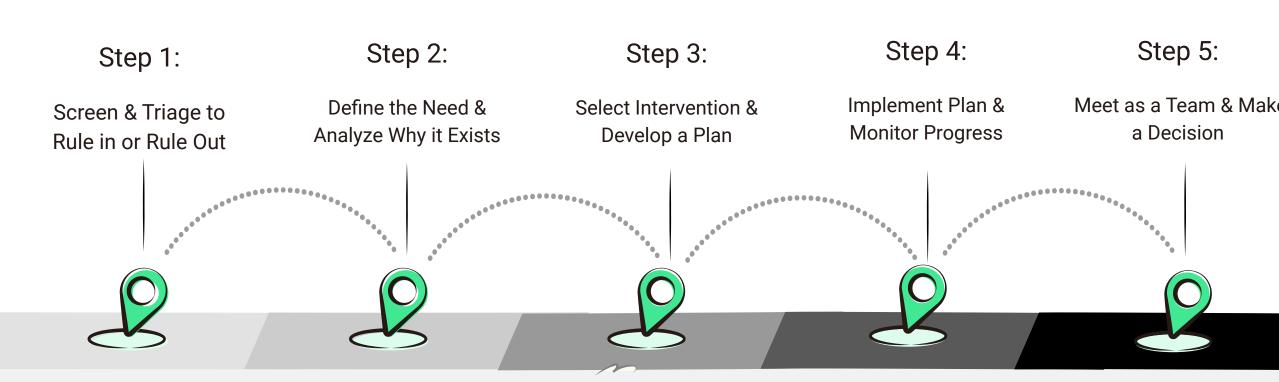
- Routines
- Behavioral Agreement / Expectations
- Needs & How to Access Support



Responding to Behavior: Behavior-Specific; Proximity, Redirections, Effective Prompts; Teaching to Behavior with Empathy; Restorative Practices

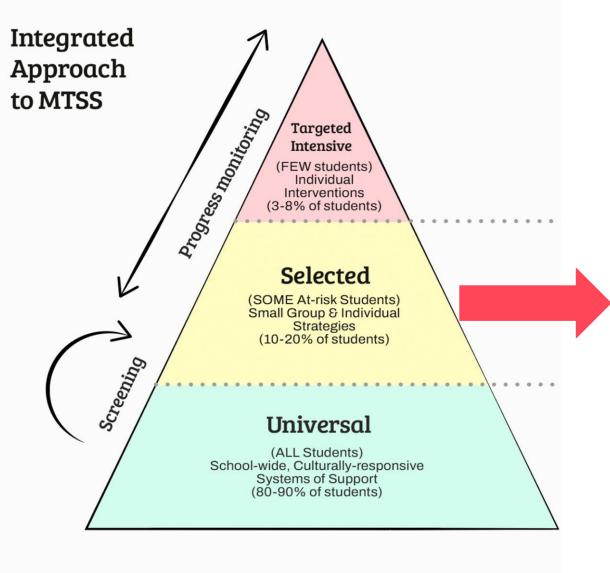


Tier 2 & Tier 3 Process



5 Steps of Effective Intervention Programming





Tier 2 Systems of Support for SOME

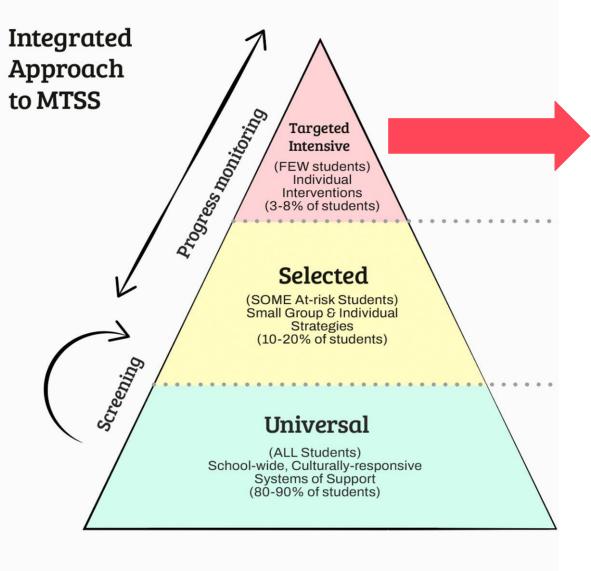
Precisely Matched **Acquisition-Based Interventions**

- Literacy
- Math
- Writing
- Emotion Regulation
- Social Skills
- Executive Functioning Organizational Skills

Precisely Matched **Performance-Based Interventions**

- Structured Daily Mentoring (Check-in/Check-out)
- Behavior Motivational Contract
- School-Home Communication System
- Self-Monitoring
- Class Pass Intervention





Tier 3 Systems of Support for a FEW

Academics

Intensive Instructional Support (4-5 times per week)

- Literacy
- Math

Behavior

Function-Based Behavior Intervention Plans

- Setting event strategies
- Antecedent strategies
- Teaching strategies
- Consequent strategies

Social-Emotional

Cognitive Behavior Therapy

- Psychoeducation
- Emotion regulation skills
- Cognitive restructuring skills
- Behavior problem-solving & exposure

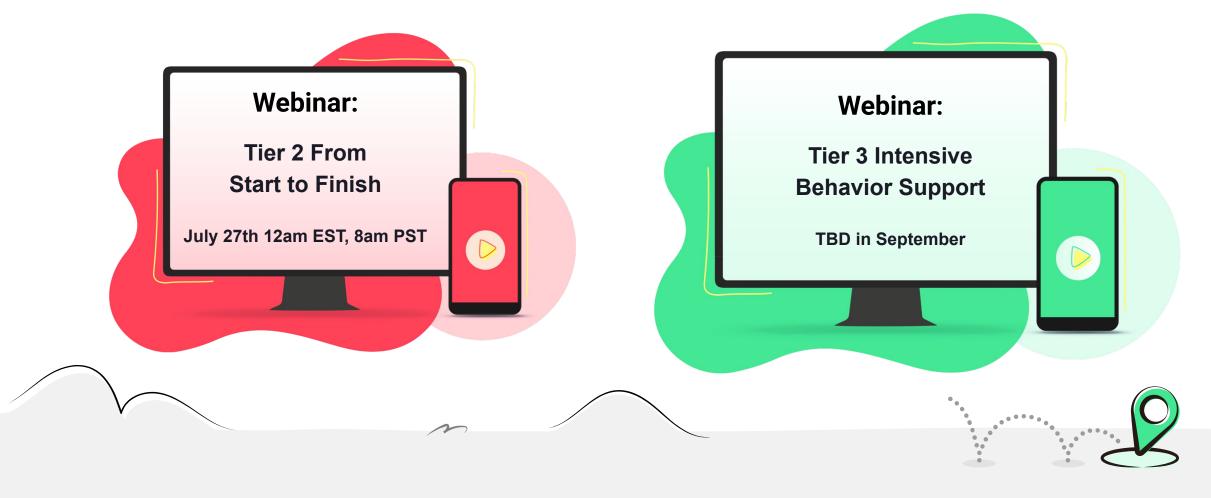
Family

Intervention & support

- Evidence-based Parenting education & training
- Wrap-around Services

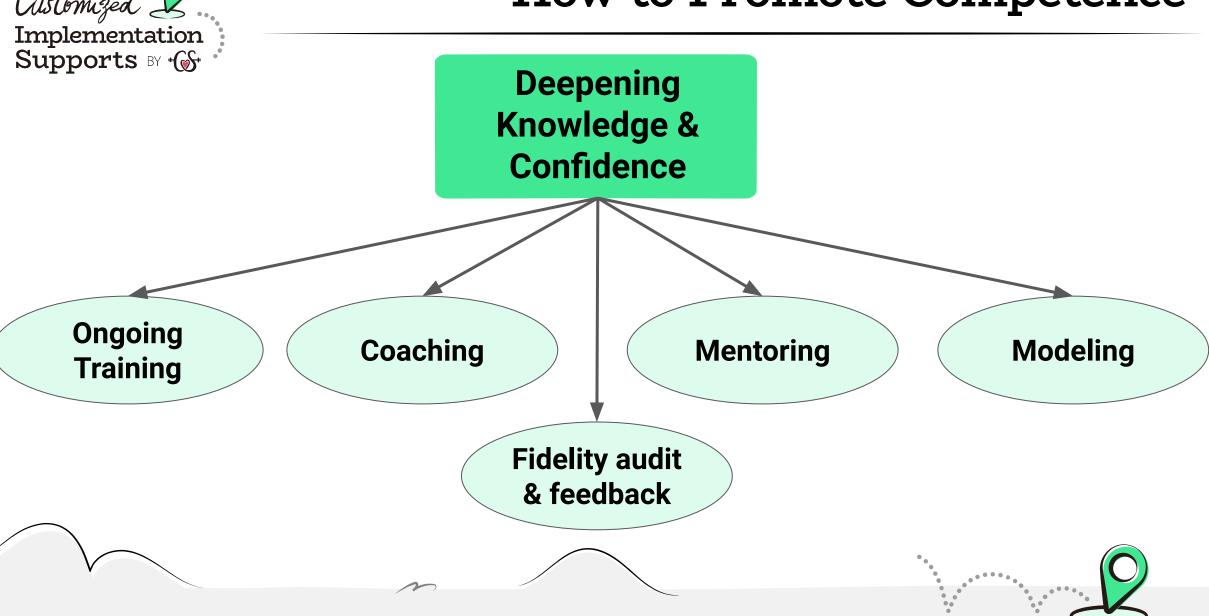


What do you want to learn more about regarding systems of support at Tier 2 & Tier 3?





How to Promote Competence





How to Promote Competence

Protecting time for collaboration, reflection & planning

Whole Staff Meetings

PLCs

Grade Level Mtgs

Department Mtgs

Non-student contact days



Getting MTSS Right: Consistency

Consistency

What educators implement daily/weekly with fidelity and work to improve over time







Ross Brownson (Implementation Scientist)





Successful Implementation IMPLEMENTATION OUTCOMES:

The deliberate effects of implementation supports

Adoption

Fidelity

Reach

Sustainment





Leaky Implementation Pipeline

Adoption

Fidelity

Reach

Sustainment



lacksquare





10 out of 20 staff begin adopting after receiving training

5 out of 10 sta ff

who adopt deliver

the **thing** with fidelity

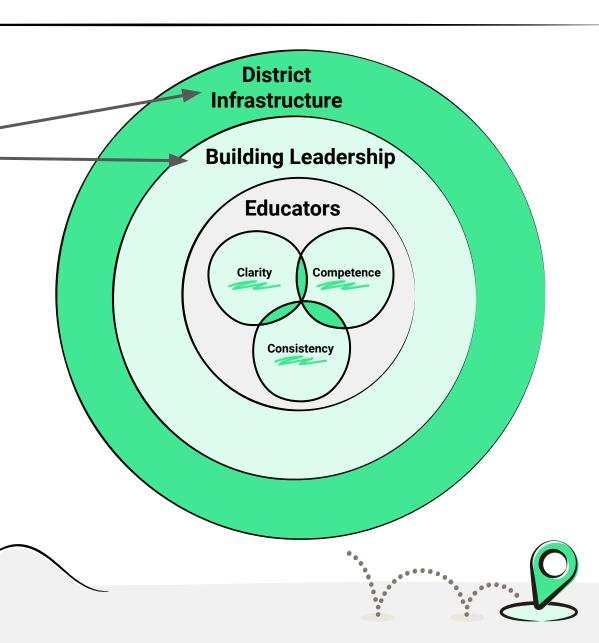
1/4 (25%) of students receive the **thing** as intended

2 out of 5 teachers who delivered with fidelity actually continue w/ it





Getting MTSS Right -

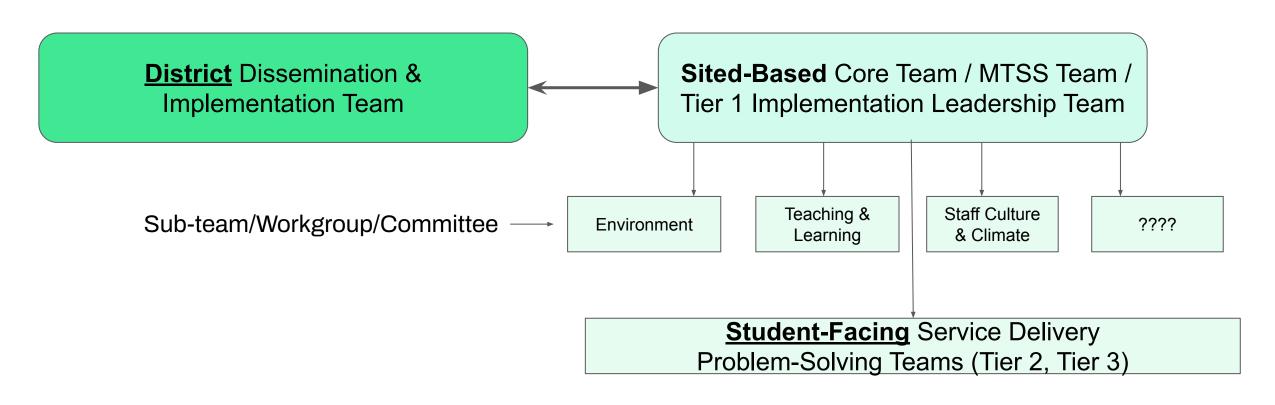




There is no successful implementation without a dedicated team who is accountable for implementation



Linked Teaming from District to Buildings





Team Effectiveness

Team Membership (right people, right seat)

Team Processes

Team Effectiveness





Team Processes

Purpose & development

- Clear mission and purpose
- 2. Clarity on implementation goals & student outcomes to be achieved
- 3. Creation of team norms (collaboration & productivity)
- 4. Competencies: knowledge, skills, tools

Actions

- Routine meetings with regular attendance of members (80%)
- Strategic problem-solving process
- 3. Deploying systems of support
- 4. Gathering data on implementation & student outcomes to monitor progress & spur improvement

Interpersonal Processes

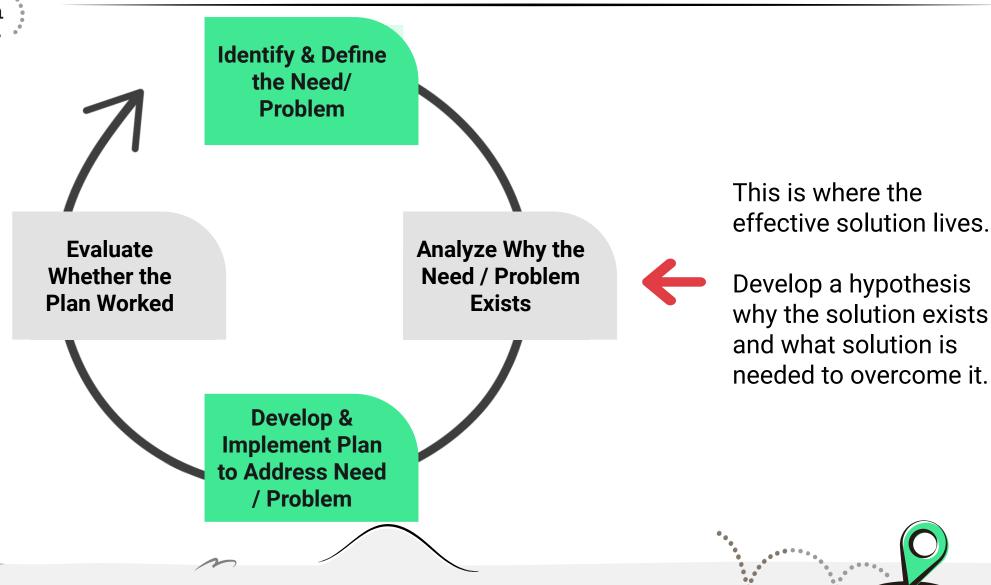
- 1. Psychological safety to create trust & honest dialogue
- 2. Collective efficacy to increase confidence
- 3. Shared mental models to be on the same page
- Understanding one another's strengths

/weaknesses



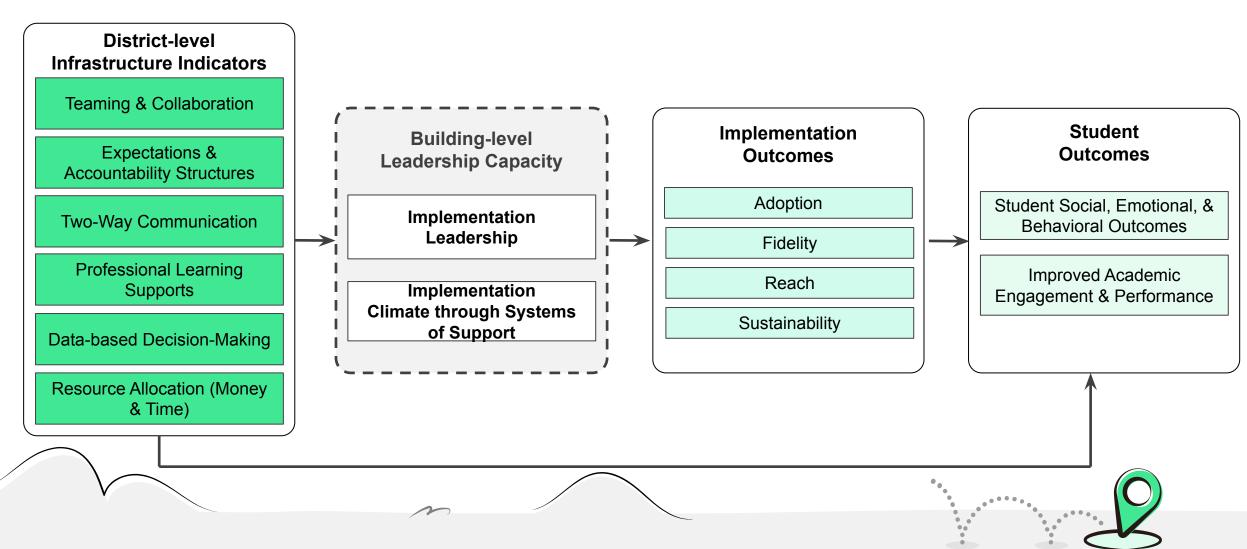


Continuous Improvement: Problem-Solving Process





District Implementation Infrastructure





District Implementation Infrastructure



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 (all 5 sub-components in place)	Moderately in place (3-4 sub-components in place)	Slightly in place (1-2 sub-component in place)	Not at all in place (0 sub-components in place)
District Implementation Team: There is no successful implementation in a district without the presence of a district implementation team (DIT).				
 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. 				

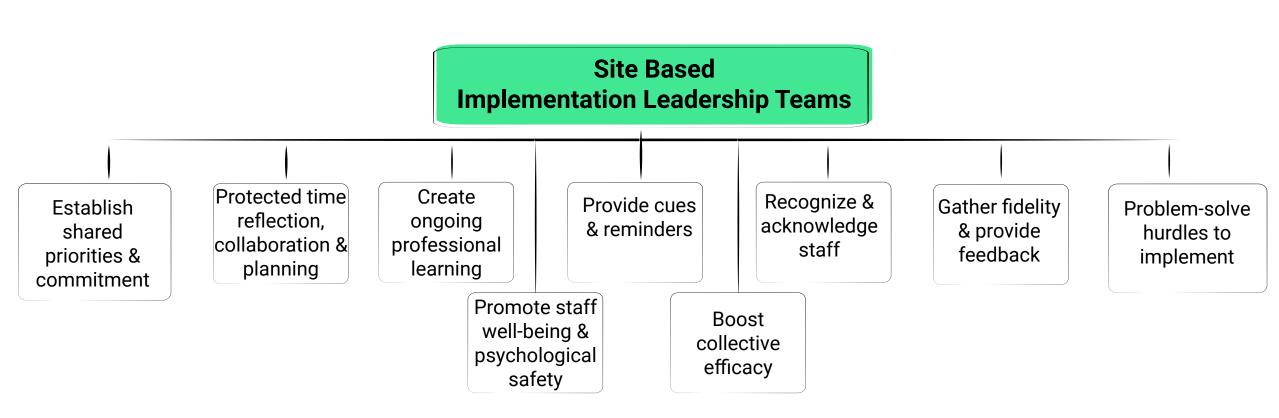
Components:

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





Systems of Implementation Support





For Site-Based Teams to Take Stock



Systems that Support Implementation Assessment

Think about a 'thing' your school is actively trying to implement (e.g., CS Curriculum, PBIS core practices, relationship practices, other). Now rate the degree to which the different types of systems of support are in place to enable staff to implement the 'thing'. Ideally, each of these systems of support are being leveraged to support high quality delivery of the effective practices to increase the quality of experiences and supports that students receive. It is through high quality delivery of effective practices that prioritized student outcomes are likely to be achieved as a result of what staff do. The aim is to identify areas for improvement to guide teams in developing plans to create more robust systems that support staff to implement effective practices.

Types of Systems of Support	Firmly in place	Moderately in place	Slightly in place	Not at all in place
	(all sub-components in place)	(2 sub-components in place)	(1 sub-component in place)	(0 sub-components in place)
Systems that Support Shared Expectations and Commitment				
Leadership team has intentionally aligned practices with the school's mission/vision and improvement plan for the year				
Staff have participated in learning experiences to reach shared understanding of why the practices are needed and the prioritized outcomes to be achieved by implementing the practices				
3. Efforts to ensure the majority of staff (80% or more) are on the same page and committed to implementing the practices				
Systems that Support Psychological Safety and Collaboration				

Components:

- 1. Systems that Support Shared Expectation & Commitment
- Systems that Support Psychological Safety & Collaboration
- Systems that Support Ongoing Learning
- 4. Systems that Remove Barriers & Competing Demands
- 5. Systems that Support Protected Time, Collaboration, & Planning
- 6. Systems that Support Routine Feedback
- Systems that Support Remembering
- 8. Acknowledgment and Recognition







We Support Schools to Build Capacity to Get to Students through Successful Implementation of MTSS



3 Highest Leverage Supports Our Team Provides



We build relationships, get to know the system and understand the unique needs of adults & students



We use a simplified approach to get to clarity around the work



We translate knowledge, tools, and methods from implementation science to make it happen



Adult-Facing Implementation

Student-Facing Experiences & Outcomes

Preconditions:

Staff beliefs, knowledge, mindsets and wellbeing

Core practices:

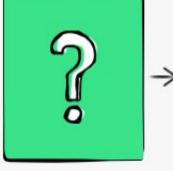
Implementations Outcomes (adoption, fidelity, reach)

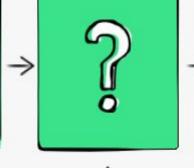
Experiential Ingredients

Proximal

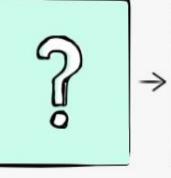
Intermediate

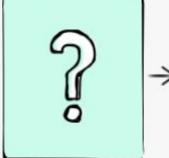
Distal















Implementation Supports:

Systems in place to support the adults to invest in and deliver effective practices with fidelity to bring to life core practices ingredients.

Clarity in the System: A Clear Theory of Action

Implementation
Supports BY ***

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 socialemotional 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 child development & whole child 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



What are your needs around MTSS?

We have a clear MTSS plan, I am just here for a tune-up & tips



We are not clear on our MTSS direction and could use some help



We are struggling to implement a robust MTSS framework and need some urgent support







CIS is your 1-stop shop for MTSS!



We have a clear MTSS plan, I am just here for a tune-up & tips



Grab our resources!



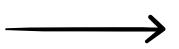
We are not clear on our MTSS direction and could use some help



Attend our next CIS Demo!



We are struggling to implement a robust MTSS framework and need some urgent support



Book a call in the next 2 weeks!





In the chat:



"I am going to share (strategy/knowledge)

with (person/team)

by (date/event)





Upcoming CharacterStrong Events

Tomorrow //Live Gym Demo, Live MS/HS Dem and Live CIS Demo!

July 15th// Live Elementary Demo

July 21st // Admin Virtual Conference

July 26th// Webinar - Tier 2 From Start to Finish

July 29th // Webinar - Launching the Best School Year Yet - Because it's Time For a Great Year!



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Implementation Supports BY ***