District Level Considerations for Implementing Effective Social, Emotional, Behavioral Supports

Improving outcomes for all students.

Positive, proactive, preventative behavior supports.

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University of Missouri
September 2019
Fails to address **system supports** (resources, coaching, policies)

As the number of schools increases the quality of implementation and outcomes may be impacted.

Fail to plan for long-term sustainability.
Phases of *Effective* Implementation
Adapted from Fixsen & Blasé, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real (investment)

**Innovation & Sustainability**
- Let’s make it our way of doing business (institutionalized use)
Implementation Science

*Individual Learning*

- Acquisition
- Fluency
- Maintenance & Generalization
Research Findings on Effective Implementation
(Fixsen, Naom, Blase, Friedman, & Wallace, 2005, p. 70)

• Best evidence documents what doesn’t work:
  • Information dissemination alone
  • Training by itself
Research Findings on Effective Implementation
(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

What does work

• Long term, multi-level approaches
• Skills-based training
• Practice-based coaching
• Practitioner performance-feedback
• Program evaluation
• Facilitative administrative practices
Goal of MTSS =
Provide high quality academic and behavioral instruction & intervention to meet the needs of \textit{ALL} students
\begin{itemize}
  \item On a large scale (e.g., entire district, state, country)
  \item With durability
  \item With positive effects
  \item In a manner that’s relevant for each context & population
\end{itemize}
New way of thinking...
District Wide Approach

• All schools - training & support for core practices, data use, & systems

• District Level Team (DLT) - develops standard Tier II/III system

• A percentage of existing behavioral expertise moves from traditional case by case, to supporting school team Tier II/III systems
District Leadership Team Increases the Likelihood for Success
Outcomes Today...

• Identify purpose and functions of a District Leadership Team (DLT) in supporting development & implementation of MTSS.

• Consider the extent to which organizing a district level team would be valuable for your setting.

• Share resources.
District Leadership Team (DLT)

• The primary purpose of a District Level Leadership Team...

• Develop in district capacity for sustained, high quality implementation & monitoring of outcomes.
District Leadership Team

• The primary function of a District Leadership Team...

• Develop a 3-5 year action plan that guides systematic development and implementation of practices & systems.
  • Activities
  • Timelines
  • Data to inform decisions
  • Periodic review

Action Plan Derived From DATA
Elements for Action Planning
Local Demonstrations

• Schools in your setting that can do “IT”

• Demonstrate success

• Learn what will be needed for expansion

• Start small scale, aim for quality implementation (consider 4-10 schools as initial cohort)

• Examples
  • Millard – started with middle schools
  • Fremont – focused on elementary schools
  • Omaha – completed readiness checklist & application
Executive Functions

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Readiness

LEADERSHIP TEAM

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

Local Implementation Demonstrations

Implementation Functions
System for Professional Development

Assess Current Implementation Across the District

Use Assessment Results to Design a PD Plan for Implementing MTSS

Assess Current Capacity to Provide PD for MTSS

Implementation Data = TFI & SAS

Consider = Implementation Phases & Tiers

Need = Trainers, Content & Funding
Assess Current Implementation

Tiered Fidelity Inventory (TFI)

**Who:** School Systems Planning teams – a team of three to eight people including the administrator and district coach – with input from Tier I, II, and/or III teams. It is strongly recommended the team complete the TFI with an external SWPBIS coach serving as a facilitator. Coordinators and school teams can enter TIC results in PBIS Assessment.

**When:** First-year implementers may conduct the TFI as an initial assessment – moving to administering the survey every third or fourth meeting. Schools reaching 70% fidelity three consecutive times may choose to take the TFI as an annual assessment.

Self-Assessment Survey (SAS)

**Who:** Teams interested in knowing more about staff perception of SWPBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.

**When:** Annually.

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https://www.pbisapps.org/Applications/Pages/PBIS-Assessment-Surveys.aspx#sas
Core Content & Sequence

Tier 1
2 days in summer
3 days across school year
*for each phase = (15 days total)

Tier 2
2 days in summer
3 days across each school year
*for each phase = (10 days total)

Tier 3
2 days in summer
3 days across each school year
*for each phase = (10 days total)

*Explicit readiness criteria for moving to the next phase
## Model Demonstration & Professional Development Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Carry-Over Year</th>
</tr>
</thead>
</table>

### elementary Cohort

<table>
<thead>
<tr>
<th>Phase</th>
<th>Prep &amp; Emerging</th>
<th>Emerging Advanced</th>
<th>Tier 2 Intervention</th>
<th>Tier 3 Foundations</th>
<th>Tier 3 Advanced</th>
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</thead>
<tbody>
<tr>
<td>Cadre 1</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
<td>3 Training Days</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
</tr>
<tr>
<td>Cadre 2</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
<td>3 Training Days</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
</tr>
<tr>
<td>Cadre 1 &amp; 2 Together</td>
<td>2 Summer Days</td>
<td></td>
<td>*Check-in/Check-out</td>
<td>SWIS-CICO</td>
<td>SWIS-ISIS</td>
</tr>
<tr>
<td></td>
<td>Tier 1 (day and a half)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tier 2 overview (half)</td>
<td></td>
<td></td>
<td></td>
<td>Additional Interventions: Boys Town Social Skills, First Step to Success, &amp; CW-FIT</td>
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</tbody>
</table>

### Secondary Cohort

<table>
<thead>
<tr>
<th>Phase</th>
<th>Prep &amp; Emerging</th>
<th>Emerging Advanced</th>
<th>Tier 2 Intervention</th>
<th>Tier 3 Foundations</th>
<th>Tier 3 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadre 1</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
<td>3 Training Days</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
</tr>
<tr>
<td>Cadre 2</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
<td>3 Training Days</td>
<td>4 Training Days</td>
<td>4 Training Days</td>
</tr>
<tr>
<td>Cadre 1 &amp; 2 Together</td>
<td>2 Summer Days</td>
<td></td>
<td></td>
<td>SWIS-ISIS</td>
<td><strong>School Psychologists, PBIS Coaches, &amp; Special Education Administrator</strong></td>
</tr>
<tr>
<td></td>
<td>Tier 1 (day and a half)</td>
<td></td>
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<tr>
<td></td>
<td>Tier 2 overview (half)</td>
<td></td>
<td></td>
<td></td>
<td>Additional Interventions: Boys Town Social Skills &amp; RENEW</td>
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</tbody>
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### District Tier 2/3 Team

**School Psychologists, PBIS Coaches, & Special Education Administrator**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Tier 2/3 Systems</th>
<th>Tier 3 Foundations</th>
<th>Tier 3 Advanced</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3 Development Days</td>
<td>District Tier 2/3 Joins Elementary Cohort</td>
<td>District Tier 2/3 Joins Elementary Cohort</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>District Tier 2/3 Joins Secondary Cohort</td>
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### Total # of Days

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Carry-Over Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>20</td>
<td>19</td>
<td>14</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Used readiness data to make adjustments to the plan.
Professional Development

• Develop local/in-district expertise and skills to reduce dependency on external support.

• Enhances...
  • contextual relevance
  • system efficiencies
  • sustainability
  • expansion

Initial cohort may require external PD & support

• NE MTSS, NE PBIS, UNL/University Faculty, ESU
Executive Functions

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Readiness

LEADERSHIP TEAM

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

Local Implementation Demonstrations

Implementation Functions
Coaching & Technical Assistance

Support for accurate school-level implementation

Training & professional learning experiences

Consistent use of the systems & practices
Coaching & Technical Assistance

• Coaches are Technical Assistance providers
  • Provide assistance to school teams

  • Prompt, support, reinforce content & skills acquired during PD events

• 2 types
  • District Level Coaches
    • district personnel, supports school-level coach
  • School Level Coaches
    • school personnel, supports school team
Evaluation & Feedback

• Ongoing and annual monitoring of implementation and impact on desired outcomes.

• Use data to inform decision making –
  • What are our next steps?
PBIS Assessment includes surveys for research, for annual assessment, and for progress monitoring of SWPBIS. Each survey has been developed to meet the data requirements of SWPBIS usage in schools. Select any survey below to find out more about it.

Current surveys available are:

- Benchmarks for Advanced Tiers (BAT)
- Benchmarks of Quality (BoQ)
- Early Childhood Benchmarks of Quality (ECBoQ)
- Individual Student Systems Evaluation Tool (ISSET)
- Monitoring Advanced Tiers Tool (MATT)
- School Climate Survey
- School Safety Survey (SSS)
- School-wide Evaluation Tool (SET)
- Self-Assessment Survey (SAS)
- Team Implementation Checklist (TIC)
- Tiered Fidelity Inventory (TFI)

[Find More Out About Surveys »]
Systematic Evaluation & Feedback

• Focus on answering specific questions about ...
  • Staff implementation
    • Tiered Fidelity Inventory (TFI) – team perceptions
    • Self-Assessment Survey (SAS) – staff perceptions
  
• Student outcomes
  • Discipline rates (sped, ethnicity, orientation, grade level)
  • Discipline consequences (suspension, expulsion)
  • Achievement

• School climate

• District & school level action planning
Content Expertise

- Develop capacity of individuals within the district who can support advanced troubleshooting & problem solving

- “When I need it” answers

- Core group of people with advanced knowledge, skills & expertise.
Content Expertise

• District expertise is expanded by
  • Participating in a full training sequence with a leadership team
  • Experiencing a range of implementation examples across multiple schools
  • Becoming fluent with key concepts, features, practices, & systems
Think & Talk

- Which staff in your district make decisions about

  - Focus on “roles” rather than people.
    (e.g., Director of Student Services, Curriculum Chair, Director of Special Education, Head of Teaching & Learning, Transportation)
Funding – Example Needs

- Providing substitutes* for team members attending training/work sessions

- Conducting local professional development event (e.g., training, webinars)

- Securing data systems* for efficient data management and decision making
Funding – Example Needs

• Training for non-certified staff (cafeteria workers, bus drivers, instructional aides, etc.)

• Funding for district coaches to attend regional, state and/or national conferences

• Purchasing curriculum and other resource materials and services

Biggest investment will be in your PEOPLE
Funding

• Stable and recurring funding that supports role of district level coordinator

  • District Coordinator - oversees implementation of district action plan
    • Existing personnel – e.g., director of student services, director of teaching & learning
    • Establish coordinator position & hire
Funding

• Consider fiscal support by integrating existing related initiatives.
  • Title I

  • Special Education

  • Other behavior “programs”
Think & Talk - Funding

• Which initiatives in your district focus on
  • School climate
  • Reducing suspensions
  • Accurate identification of students needing individualized supports
  • Improvements in meeting academic achievement benchmarks

• To what extent could funding from these sources be blended to support MTSS work?
Visibility & Dissemination

• Maintain systems of support (e.g., MTSS) as high priority & enable long term investment and expansion.

  • Without high priority status needed supports may be spread too thin (coordination, funding, coaching, training, evaluation & advanced expertise)
Visibility & Dissemination

• Maintain the practices & systems as a priority;
  • Strategically control/orchestrate expansion

• Keep stakeholders aware of activities & accomplishments

• Enhance accountability

• Justify use of funding & resources

• Acknowledge & promote successful implementation

• Schedule regular & on-going communication
Millard Strategic Plan -

Strategy #1: We will engage the Millard Educational Community to maximize resources in order to address our financial challenges and better achieve our mission and objectives.

Strategy #2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

Strategy #3: In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.
Strategy: In cooperation with family and community, we will address the behavioral and mental health needs of our students by implementing systematic practices that promote good character, positive social behavior, and responsible citizenship.

Specific Result: Expand on the systematic practices for mental health and behavioral supports.

<table>
<thead>
<tr>
<th>ACTION STEP</th>
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<tbody>
<tr>
<td>1. Create and communicate a shared definition for behavior, mental health, and social and emotional learning (SEL) with all stakeholders.</td>
</tr>
<tr>
<td>2. Investigate the use of evidence-based assessments and universal data collection systems for social and emotional learning and behavior in all schools.</td>
</tr>
<tr>
<td>3. Build a proactive culture by integrating social and emotional learning curriculum within the Millard Education Program.</td>
</tr>
<tr>
<td>4. Expand, refine and communicate a multi-tiered system supporting academic, behavior, and social and emotional well-being.</td>
</tr>
<tr>
<td>5. Provide ongoing staff development for all salaried and hourly staff members in Tier I/II/III practices that support social and emotional development and positive learning environments.</td>
</tr>
<tr>
<td>6. Define and communicate student and family support processes within the MPS community.</td>
</tr>
<tr>
<td>7. Evaluate current staffing allocations and programs to support high-need schools.</td>
</tr>
<tr>
<td>8. Evaluate the effectiveness of this plan on an annual basis.</td>
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</tbody>
</table>
Annual Strategic Plan Goals

Goal 2: Whole Child: Safe, Challenged, and Supported

- Every student will be challenged and supported within a safe learning environment to be a responsible and productive citizen capable of meeting high expectations.
  - a. Increased percentage of students who feel that their school offers a safe environment for learning, and who have a sense of belonging and personally meaningful friendships.
  - b. Increased percentage of students who receive effective social and emotional behavior interventions and continuous access to an advocate/mentor/counselor.

Goal 3: Continuous Growth Toward Mastery of All Academic Subjects

- Every student will progress at a pace that closes the achievement gap, and will meet or exceed academic standards in academic subjects.
  - a. Increased percentage of students meeting proficiency standards on local, state, and national examinations.
  - b. Increased percentage of identified students who move up or out of tiered academic support (e.g., English Language Learners (ELL); Problem-solving Team (PST); Individualized Education Program (IEP)).
  - c. Increased growth rate by a minimum of one year for students at/above grade level and 1.5 years for students below grade level.
Center School District – Kansas City, MO

**VISION STATEMENT**

The Center School District strives for excellence in our schools where all students learn and grow.

**MISSION STATEMENT**

All students will demonstrate high achievement, character, and teamwork in a diverse community. Together, we achieve!

**CORE VALUES**

At Center Schools, we value …

- High Expectations for Student Success
- Safe and Respectful Schools
- Positive Relationships
- Diversity in Our Schools and Community
Political Support

Let stakeholders know what you are doing and why.

Stakeholders are the customers, employees, board members, owners and interested community members who shape the working of an organization.
Group 1:
Focus = Awareness Group
- Social Workers in local human services agencies
- local businesses (define further)
  - Rotary
  - Kiwanis
  - Optimists
  - Leadership Fremont
  - Chamber
- Fremont Area United Way
  - Fremont Family Coalition Visionary Team (leadership team/committee heads)
  - Fremont Family Coalition
- Daycares (leadership group) Fremont Area Child Care Association
- Head Start
- Case workers- DHHS
- Fremont Community Response Program
  - Lutheran Family Services
  - Care Corps/Low Income Ministries (Care Corps, Inc.)
  - Region 6
- Keene Memorial Library
- City-wide PTA
- Dodge County Collaborative Team (local human services agency collaboration)
- Families

Group 2:
Focus = Application Group
- Hope Center
- YMCA
- After School Programming (y-care and 21st century)
- Masonic Home
- Jefferson House
- Maggie Studt - County Attorney
- Probation officers
- Summer lunch program
- Midland University
- School to Career
- TeamMates
- Families
Scheduled radio broadcast
• Presentations for civic groups
• Reaching out to local newspaper
• Contacting businesses

• Translating all materials to Spanish for non-English speaking families
Think & Talk

• Who are the relevant stakeholders in your context?

• What regular communication already occurs with stakeholders?

• Could existing communication structures be used to make MTSS efforts maximally visible? Are there other communication strategies that should be included?
Executive Functions

- Funding
- Visibility & Dissemination
- Political Support
- Policy & Systems Alignment
- Personnel Readiness

LEADERSHIP TEAM

- Professional Development
- Coaching & Technical Assistance
- Evaluation & Performance Feedback
- Content Expertise

Local Implementation Demonstrations

Implementation Functions
Policy & Systems Alignment

• “Institutionalize” the practices & systems
  • Integrating initiatives with similar goals, activities, & outcomes
  • Demonstrate link between work of MTSS and district/state/federal improvement goals
  • Provide clear evidence of effects, efficiency, & relevance of activities and their outcomes
  • Put forth the need for “prevention” versus “reaction”
  • Develop & endorse a policy statement that guides support of student behavior
Policy Statement

• Typically includes:
  • Description of need
  • Rationale
  • Purpose & benefits
  • Measurable outcome objectives
  • Activities and operations for achieving these objectives
  • Evaluation strategies
Institutionalize the Practices and Systems

Center School District
Kansas City, MO
**Foundational Beliefs and Commitments**

A Multi-tiered System of Support (MTSS) is grounded in the belief that all students are deserving of a high-quality instructional system of support that address both academic and behavioral needs. At that root of this belief is the thought that all students can learn at high levels. When *all* truly means *all*, it requires districts to look at a multi-tiered system for reaching and teaching all. Through our work with Student Services Team (SST) and other such support structures (literature lab), our district is primed to progress to the next level of instructional excellence through MTSS.

MTSS is designed to achieve four primary outcomes:

1. All students must have access to the essential grade level curriculum as part of their instruction.
2. Interventions will be provided to any student needing additional time and support to master the essential grade level curriculum.
3. Students lacking skills that should have been mastered in previous years will be provided intensive interventions for success.
4. Some students will need all three tiers to be successful.

The key component that separates MTSS thinking from our current pedagogy is the systematic process of data collection around student progress that prompts evidence-based intervention for students who experience difficulty in their learning. This work is the science of teaching tied to the oftentimes “fall to” when making instructional decisions about students or feel by tying the feeling to data.

At the end of the day, if someone were to ask *why* is MTSS the bedrock of the Center School District, the answer is grounded in three reasons:

1. If our purpose is to help all students learn at high levels, interventions to give struggling learners additional time and support is necessary.
2. MTSS allows teachers to work together to meet the needs of learners with a wide range of needs.
3. It is our moral obligation and speaks to the reason why we support students we support.
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  - MTSS Tiered Academic and Behavior Support
  - MTSS at a Glance
  - What are universal screening tools?
  - What are interventions in a MTSS framework?
  - Chronic Non-Response Considerations
  - Challenges with a “Upside Down” Tiered Triangle
  - District MTSS Calendar

## Tier 1 Academic
- Universal Academic Plan
  - Tier 1 Core Instructional Expectations
  - Universal Screening Tools
  - Data Rules for Tier 2 Support

## Tier 2 Academic
- Data Rules that Meet Criteria for Tier 2 Support
  - Tier 2 Content Focus Priority Chart
  - Tier 2 Intervention Group Expectations
  - Guidelines and Decision Making Rules
  - Interventions
  - Tier 2 Small Group Intervention Documentation Form
  - Data Rules for Tier 3 Support

## Tier 3 Academic
- Data Rules that Meet Criteria for Tier 3 Support
  - Tier 3 Intervention Group Expectations
  - Guidelines and Decision Making Rules
  - Interventions

## Tier 1 Behavior
- Universal Behavior Plan
  - Tier 1 Core Instructional Expectations
  - Lesson Plan Suggestions
  - Walk-through Form (reflective of Tier 1 Core Instructional Expectations)
  - Universal Screening Tools (chart - vision/hearing/health/behavior)
  - Data Rules for Tier 2 Support

## Tier 2 Behavior
- Data Rules that Meet Criteria for Tier 2 Support
  - Tier 2 Intervention Individual Expectations
  - Guidelines and Decision Making Rules
  - Interventions
  - Tier 2 Small Group Intervention Documentation Form
  - Data Rules for Tier 3 Support

## Tier 3 Behavior
- Data Rules that Meet Criteria for Tier 3 Support
  - Personalized Behavior Plans
  - Guidelines and Decision Making Rules

## Next Levels of Support

## Forms and Documents
- MTSS Levels of Support
- MTSS Intervention Groups - Template
- MTSS Intervention Roster - Template
- MTSS Parent Notification Letter
- Fidelity Check - Intervention Session Observation
- Instructional Routine Template
- Survey Level Assessment - Decision Making Criteria
- Survey Level Assessment - Oral Reading Fluency
- Survey Level Assessment - Math Computation Fluency
- Data Consult Team - Agenda Template
- Problem Solving Team - Action Plan
- Problem Solving Team - Agenda Template
- Problem Solving Team - Meeting Summary
- Problem Solving Team - Request for Assistance
- Teacher Request for Assistance (General)
Millard Public School's MTSS for Behavior

**Tier III**
- Functional Behavior assessment and individual behavior plans
- Parent collaboration

**Tier II-1 and Tier II-2**
- Target social skills instruction
- Simple Behavior Plans
- Alternatives to Suspension
- Increased academic support
- Classroom management support

**Tier I**
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
MTSS Behavior Tiered Problem Solving Process Flowchart

Tier I Core Instruction
- PLC - Collects and Analyzes Data

Making Progress
- No
- Building Data Team Discussion
  - Problem solving

Tier I Core Instruction
  + Tier II-1 Intervention & Progress Monitoring
  - 20 Sessions

Tier I Core Instruction
  + Tier II-2 Intervention & Progress Monitoring
  - 20 Sessions

Making Progress
- Yes
- Tier I Core Instruction
  + Tier II-2 Intervention & Progress Monitoring
  - 20 Sessions

Building Data Team Discussion
- Problem solving
  - Tier II-2 Documentation form

Complete:
- Functional Behavioral Assessment (FBA) & Positive Behavioral Intervention Plan (P-BIP)
- Making Progress
  - No
- Data Team Discussion

Tier I Core Instruction
  + Tier III Intervention & Progress Monitoring
  - 20 Sessions

Making Progress
- Yes

PARENT INPUT
A. Parents are educated about the school-wide behavior skills program.
B. Parents are invited to participate in the development of the individual student behavior plan.
C. Parents are invited to participate in the team review of the FBA and development of the P-BIP.

Millard Public Schools

After the Tier III behavior intervention cycle:
- The building and student services will discuss next steps for a general education student.
- The building and special education will discuss next steps for a student with a disability.
STUDENT SUPPORT INTERVENTIONS AND PROGRAMS

The mission and beliefs of Millard Public Schools emphasize that all students are important and will learn in order to be college and career ready however, there are many internal and external factors that prevent students from being successful in school. These include poverty, family issues social and emotional concerns, stress factors, and more. In order for all students to have an equal opportunity to learn and grow, learning supports, or resources, strategies, and practices must address the physical, social and emotional, and intellectual barriers that impact many students. With the emphasis on a multi-tiered system of support that promote strategies for defining, teaching, and supporting individualized student needs, the following may be implemented in both classroom and non-classroom settings. (Please select the links below or consult www.mpsomaha.org for more information):

- Classroom Based Approaches
- Community Support
- Support for Transitions
- Family Engagement in School
- Crisis Assistance and Prevention
- Student and Family Assistance

BEHAVIOR INTERVENTION AND SUPPORT

Unfortunately, no magic wand single-handedly removes the barriers to learning that occur when student behaviors are disrupting the learning environment. The climate of each school learning community is different; therefore, a “one size fits all” approach is less effective than interventions based on the individual needs of each school and student.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that promote proactive strategies for defining, teaching, and supporting appropriate student behavior. Instead of using a piecemeal approach to student behavior management, behavioral support teams offer a continuum of consistent practice for all students within the school. These behavioral interventions are implemented in all areas including both classroom and non-classroom settings. The implementation of school-wide behavioral support programs, focuses attention on creating and sustaining desired behaviors while promoting life skill development.
Example – Personnel Readiness

Interview Questions Related to MTSS
* Please include one or more of these questions about MTSS in the interview process.

Teachers:
1. How do you/would you encourage appropriate behavior in your classroom?
2. How do you/would you respond to inappropriate behavior in your classroom?
3. Describe a challenging experience you had either as a teacher or student teacher how did you manage the situation?
4. After a year in your classroom, what would you want a student to say about their experience?
5. How do you create a positive, predictable, proactive environment so that all students feel comfortable and encouraged?
6. How do you let students know that you care about them?
7. How do you build relationships with students?
8. What training have you had for the discipline/behavior management? Are you familiar with PBIS?
9. What is your experience with RTI/PBIS/MTSS?

Administrators:
1. If you became aware of a teacher that is having difficulty with classroom management, what would you do to help?
2. When you visit a classroom, what are the first things you look for as signs that the classroom is an effective learning environment? Ineffective?
3. How would you lead a staff through a philosophy/culture change?
4. What is your discipline philosophy?
5. What is your experience with RTI/PBIS/MTSS?

DLT Action Steps:
• Draft questions
• Submit to full team for feedback
• Shared with Executive Director of Human Resources to add to the approved list of questions for the interview process.
Example - Personnel Readiness

- Revise New Teacher Induction

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Training Offered</th>
<th>Participants</th>
<th>Who leads it?</th>
<th>Days?</th>
<th>Level</th>
<th>Sustainable Plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>Tier 1 Team Training/Worktime</td>
<td>Tier 1 Teams</td>
<td>District Coaches</td>
<td>1 Day Each Level</td>
<td>T1</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer</td>
<td>Tier 2 Team Training/Worktime</td>
<td>Tier 2 Teams</td>
<td>District Coaches</td>
<td>1 Day Each Level</td>
<td>T2</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer</td>
<td>Tier 3 Team Training/Worktime</td>
<td>Tier 3 Teams</td>
<td>District Coaches</td>
<td>1 Day</td>
<td>T3</td>
<td>Yes</td>
</tr>
<tr>
<td>1st Week Back</td>
<td>SWIS Training - Follow Up</td>
<td>SWIS Admins</td>
<td>SWIS Facilitators</td>
<td>1.5 hours</td>
<td>T1, T2</td>
<td>Yes</td>
</tr>
<tr>
<td>1st Week Back</td>
<td>SWIS Training - New To District</td>
<td>SWIS Admins</td>
<td>SWIS Facilitators</td>
<td>3 hours</td>
<td>T1, T2</td>
<td>Yes</td>
</tr>
<tr>
<td>1st Week Back</td>
<td>Building Kickoffs</td>
<td>All District Staff</td>
<td>Building Teams</td>
<td>3 hours</td>
<td>T1, T2,T3</td>
<td>Partial</td>
</tr>
<tr>
<td>1st Week NTI</td>
<td>New Teacher Induction</td>
<td>All New Teachers</td>
<td>Building Facilitators</td>
<td>3 hours</td>
<td>T1</td>
<td>Partial</td>
</tr>
<tr>
<td>1st Week NTI</td>
<td>New Teacher Building Admin Mtg</td>
<td>All New Teachers</td>
<td>Building Administrators</td>
<td>2 hours</td>
<td>T1, T2, T3</td>
<td>Yes</td>
</tr>
<tr>
<td>Summer</td>
<td>Transportation</td>
<td>Transportation Staff</td>
<td>CPI Trainers</td>
<td>3 hours?</td>
<td>T1, T3</td>
<td>Yes</td>
</tr>
<tr>
<td>1st Month of School</td>
<td>Sub Training</td>
<td>Subs</td>
<td>Kevin</td>
<td>1 hour meeting</td>
<td>T1</td>
<td>Yes</td>
</tr>
<tr>
<td>District PD Days</td>
<td>Varied</td>
<td>Varied</td>
<td>Varied</td>
<td>Varied</td>
<td>Varied</td>
<td>Yes</td>
</tr>
<tr>
<td>Building PD Days</td>
<td>Varied</td>
<td>Building Staff</td>
<td>Varied</td>
<td>Varied</td>
<td>Varied</td>
<td>Yes</td>
</tr>
<tr>
<td>Building PLC Days</td>
<td>Varied</td>
<td>Building Staff</td>
<td>Varied</td>
<td>Varied</td>
<td>Varied</td>
<td>Yes</td>
</tr>
<tr>
<td>1st Quarter-ish</td>
<td>Basic CR Management</td>
<td>NTI</td>
<td>ESU</td>
<td>2 - 2 hour sessions</td>
<td>T1</td>
<td>Yes</td>
</tr>
<tr>
<td>District MTSS Mtg.</td>
<td>Varies</td>
<td>Building Reps</td>
<td>Varied</td>
<td>Half Day 1x/month</td>
<td>T1, T2,T3</td>
<td>Partial</td>
</tr>
<tr>
<td>Facilitator Meetings</td>
<td>T1</td>
<td>T1 Building Facilitators</td>
<td>District Coaches</td>
<td>1x per Quarter</td>
<td>T1</td>
<td>Yes</td>
</tr>
<tr>
<td>Conferences Through the Year</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
<td>Varies</td>
<td>Yes</td>
</tr>
<tr>
<td>Boys Town Training</td>
<td>All Certified Staff</td>
<td>All Certified Staff</td>
<td>Boys Town Trainers</td>
<td>2 Days</td>
<td>T1</td>
<td>Partial</td>
</tr>
</tbody>
</table>
Think & Talk - Executive Functions

• Which staff in your setting make decisions about these “executive” functions?

• Think roles, not people.
Outcomes Today...

- Identify purpose and functions of a District Leadership Team (DLT) in supporting development & implementation of MTSS.

  • Consider the extent to which organizing a district level team would be valuable for your setting.

  • Share resources.
Outcomes Today...

✓ Identify purpose and functions of a District Leadership Team (DLT) in supporting development & implementation of MTSS.

• Consider the extent to which organizing a district level team would be valuable for your setting.

• Share resources.

Nebraska’s Multi-tiered System of Support empowers schools to support and prepare all students for success by systematically delivering a range of high-quality instruction tailored to meet their needs.

http://nemtss.unl.edu/
COMPONENTS

- Shared Leadership
- Communication, Collaboration, and Partnerships
- Evidence-Based Practices: Curriculum, Instruction, Intervention & Assessment
- Building Capacity/Infrastructure for Implementation
- Layered Continuum of Supports
- Data-Based Problem Solving and Decision Making
<table>
<thead>
<tr>
<th>Shared Leadership</th>
<th>Communication, Collaboration &amp; Partnerships</th>
<th>Evidence-Based</th>
<th>Capacity &amp; Infrastructure</th>
<th>Continuum of Support</th>
<th>Data Based Decision Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team membership</td>
<td>Sharing data to ensure collaboration</td>
<td>Evidence based programs &amp; practices</td>
<td>Professional development &amp; coaching</td>
<td>Core academic &amp; social-emotional, behavioral practices</td>
<td>Integrated data-based problem solving</td>
</tr>
<tr>
<td>Building staff engagement</td>
<td>Sharing procedures &amp; process</td>
<td>Evidence based instruction</td>
<td>Professional development plan</td>
<td>Supplemental academic &amp; social-emotional, behavioral</td>
<td>Evaluation of effectiveness</td>
</tr>
<tr>
<td>Resource allocation</td>
<td>Family engagement</td>
<td>Effective school schedules</td>
<td>Systems level coaching</td>
<td>Systematic problem solving for intensive supports</td>
<td>Decision rules for identifying students for support</td>
</tr>
<tr>
<td>Implementation Planning</td>
<td>Universal screening process</td>
<td>Universal screening process</td>
<td>Fidelity data collection &amp; use</td>
<td>Intensification plan content</td>
<td>Evaluating response to intervention</td>
</tr>
</tbody>
</table>
Nebraska MTSS Self-Assessment

The Nebraska MTSS Self-Assessment is a tool that is intended for use by school districts as a self-assessment of both the academics and behavioral core components of MTSS to identify areas of strength and areas that may need further analysis and planning for improvement. The self-assessment should be used in conjunction with student achievement data, students/staff survey data, fidelity data, etc. to provide a broader picture of the effectiveness of MTSS implementation.
- Shared Leadership
- Communication, Collaboration, and Partnerships
- Evidence-Based Practices: Curriculum, Instruction, Intervention & Assessment
- Building Capacity/Infrastructure for Implementation
- Layered Continuum of Supports
- Data-Based Problem Solving and Decision Making
Resource – Assessment Tool

• District Systems Fidelity Inventory (DSFI)
  • Leadership Teaming
  • Stakeholder Engagement
  • Resource Alignment, Funding, & Allocation
• Professional Learning
• Coaching & Technical Assistance
• Evaluation, Performance Feedback, & Data Based Decision Making
• Policy and Systems Support
• Workforce Capacity
• Local Implementation Demonstration

With presentation slides in SCHED
Resource – Action Plan Template

- Excel Sheet with Multiple Tabs
  - Directions & Descriptors
- One Year Template
  - Area of implementation
  - Goal
  - Action Steps
  - Status
  - Person(s) Responsible
  - Resources Needed
  - Start date & Completion date
  - Evaluation Outcome & Data Source

- 3-5 year action plan

Action items are derived from assessment results.

District Systems Fidelity Inventory (DSFI)

With presentation slides in SCHED
Active Implementation Hub

Welcome to the new AI Hub!

We've redesigned to make our learning platform easier to use. You'll find the same great content and resources as always but now with a fresher look. The AI Hub is now located on the NIRN website, so you can browse other resources and news about implementation. Happy learning!

The Active Implementation Hub is a free, online learning environment for use by any stakeholder — practitioners, educators, coaches, trainers, purveyors — involved in active implementation and scaling up of programs and innovations. The site goal is to increase the knowledge and improve the performance of persons engaged in actively implementing any program or practice.

While AI Modules and Lessons offer activities well-suited for many human service fields, the site currently focuses on active implementation and scaling up in the field of Education. Most e-learning content is appropriate for implementation teams, implementation specialists, administrators and technical assistance/professional development providers at any level in a system (e.g., district, region, state, national).

https://nirn.fpg.unc.edu/ai-hub
Online Learning Includes:

**Modules**
Check out internet based training on active implementation, including content, activities and assessments, designed to be self-paced or blended with in-service or in-service training.

**Lessons & Short Courses**
AI Hub Lessons and Short Courses will get you and your team started using implementation tools and practices, so that you can build implementation skills and capacity. These resources can be used for self-paced learning or professional development in a team setting.

**Resource Library**
Find just-in-time active implementation resources and tools (e.g., planning tools, handouts and video clips)

The AI Hub is developed and maintained by the State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) and the National Implementation Research Network (NIRN). Content is added and updated regularly. For more information, contact sisep@unc.edu or nirn@unc.edu

https://nirn.fpg.unc.edu/ai-hub
Questions & Information

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