Integrating Systems within an MTSS Framework

Center School District's Journey
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Objectives

1. Participants will gain an overview of common initiatives.

2. Participants will gain an understanding of one way to integrate systems through the development of teams and leadership roles.

DESE regs & solutions

Bullying: State Law Section 160.775 RSMo requires every district to have an anti-district policy.

Bullying & MTSS "MTSS is effective for bullying intervention when youth with various academic, behavioral, and health needs are involved. The components of most MTSS intervention models include: • Use of universal screening • Early intervention service delivery • Collaborative problem solving • Progress monitoring • Application of intervention services across different levels of intensity"

-Prevention & Intervention: Multi-Tiered Approaches to Bullying (August 2017) www.stopbullying.gov

DESE regs & solutions

Dyslexia: Missouri House Bill 2379 signed October 2017"...each public school, including each charter school, shall conduct dyslexia screenings for students in the appropriate year consistent with the guidelines developed by the department of elementary and secondary education. In the 2018-19 school year and subsequent years, the school board of each district and the governing board of each charter school shall provide reasonable classroom support consistent with the guidelines developed by the department of elementary and 13 secondary education"

Senate Bill 319: Mandates assessment and "reading improvement plans" of any students not on grade level for reading at 3rd-6th grade and retention at 4th grade if not on at minimum a 3rd grade level.

DESE regs & solutions

Trauma Informed Schools: Beginning July 1, 2017, this bill establishes the "Trauma-Informed Schools Initiative." This bill requires DESE shall provide information regarding the trauma-informed approach to all school districts, and offer training on recognizing and responding to trauma. DESE is additionally required to select 5 schools for the "Trauma-Informed Schools Pilot Program". These schools receive intensive trauma-informed training with a report to the General Assembly on the results of the pilot program by December 31, 2019. This bill also established the "Trauma-Informed Schools Pilot Program Fund," as described within the bill.

Working Definitions

Response to Intervention: a multi-tier approach to the early identification and support of students with academic needs. It begins with high-quality core instruction and universal screening of all children in the general education classroom with students requiring additional supports provided those in a systematic fashion that provides evidence based interventions **in addition** to core instruction that is frequently monitored.

Positive Behavior Intervention Supports: framework for creating safe and orderly learning environments in schools, while improving the social-emotional outcomes for students. Proactive and includes clear behavioral expectations that are explicitly taught and includes acknowledging appropriate behavior, while consistently correcting inappropriate behavior. Problems are solved systematically using data.

Trauma Informed Schools: "Trauma-informed school" includes an understanding of the impact of trauma and understands potential paths for recovery, recognizes the signs and symptoms of trauma in students, teachers and staff, responds by fully integrating knowledge about trauma into its policies, procedures and practices; and seeks to actively resist re-traumatization. Trauma Informed practices are built on a continuum that begins with becoming trauma aware and moves to trauma sensitive to responsive to being fully trauma informed. -DESE Trauma Informed Practices

Working Definitions

Crisis, Prevention and Intervention: a de-escalation program of proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.
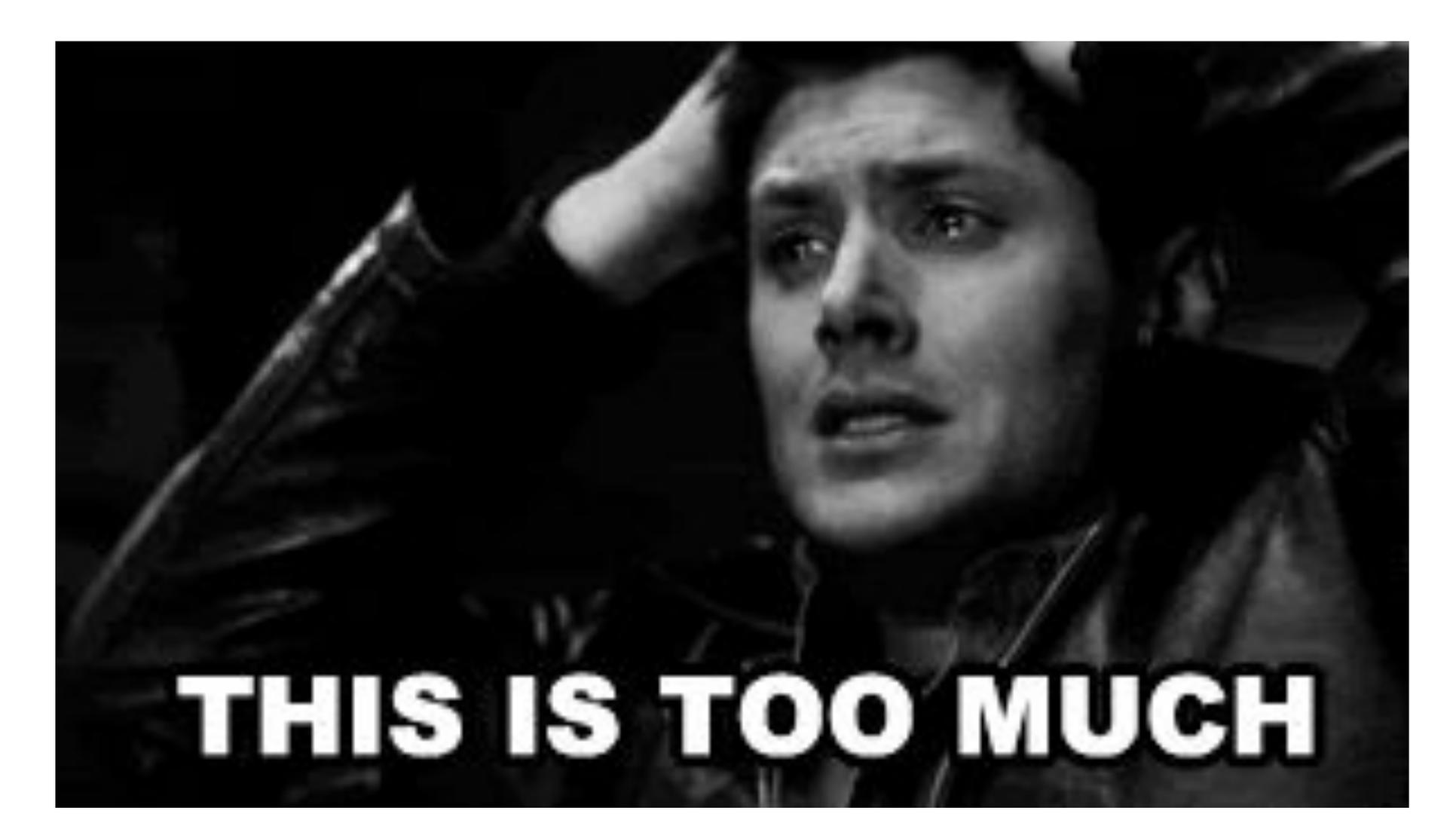-https://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention

Multi-Tiered Systems of Support: Evidence based framework for effectively integrating multiple systems & services to simultaneously address students academic achievement, behavior & social-emotional well being.

What about you? Local Initiatives?

SHARE OUT

THIS IS TOO MUCH

MTSS & DESE MSIP 6 standards….

MTSS: MTSS is driven by systematic data collection about student progress that prompts evidence-based intervention for those who fall behind in development of academic and/or behavioral skills. Intervention is provided in tiers of increasing intensity to those who need it, regardless of eligibility status for a particular entitlement program. Although academic and behavior problems often overlap, intervention systems have tended to focus on one or the other. With MTSS both are part of the same continuum of functioning and intervention.

-support is developed through MO-CASE Re-Inventing Special Education initiative.

-MSIP 6 Effective Educators & Instructional Practices

-MSIP 6 Academic Achievement (The MTSS framework meets TL1; TL2; I1-8)
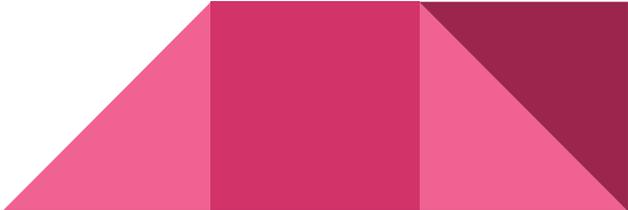
Our story

Location: South Kansas City; Urban; 8 school buildings (early childhood; 4 elementaries; 1 middle school; 1 alternative (MS/HS); 1 high school)

Population/Demographics: PreK (150) K-12 (2,480); 73.9% free/reduced lunch (state average is 51.2%)

Attendance: 2017-82.7% (goal 90% of students 90% in attendance)

Graduation Rate: 91.38%

Drop Out: 1.2%

Our story

English MAP 2017: 24.3 % BB; 24.6% B; 38% P; 13.2% A (51.2% reading/writing on or above level (approx. 10% below state)).

Math MAP 2017: 25.8% BB; 32.7% B; 25.6% P; 15.8% A (41.4% math skills on or above level (approx. 6% below state)).

Special Education Incidence Rate: 13.51 (13.12 state)

PBIS Self-Assessment: Survey Results

Our story

PBIS: School Assessment Survey

	District Avg		
	15-16 N=225	16-17 N=213	Growth
Expectations Defined	61%	94%	33%
Expectations Taught	57%	83%	26%
Reward System	51%	82%	31%
Violations System	54%	67%	13%
Monitoring	59%	76%	17%
Management	43%	74%	31%
District Support	59%	84%	25%
Implementation Average/Growth	54%	77%	23%

Our Story

Our why: Numbers don't lie. Our students need more. Our sped incident rate is higher than state average. Our proficiency and attendance rates are not on par. We recognize that it takes more than pushing academics that it's about soft skills and caring about our kids. We wanted to make sure ALL kids were getting what they needed.

How we got here: student population and standards are increasing but financial and staff resources are not. It was time for a systematic change and we refuse to be constrained by the things we can't control….Enter MO-CASE and School Transformation Grant. We started in silos.

Where we are going: Full district implementation of MTSS by 2020-2021 School Year, by following our Implementation Timeline.

Positive Behavior Intervention Supports

School Climate Transformation Grant in collaboration with University of Missouri (Dr. Tim Lewis).

Supported by RPDC for ongoing professional development.

Structure

District Leadership Team-Director of Student & Family Success; School Psychologists; District Behavior Coordinator; Supervisor Data/Student Records. Oversees schoolwide implementation and integration with other initiatives. Secures and sustains district support.

School Leadership Team-guides their school through implementation. Diverse membership responsible for ensuring fidelity in practice. Progress monitored by district team through School-Wide Evaluation Tool.

Positive Behavior Intervention Supports

Tier 1: All schools are currently working at Tier 1 and Tier 1+ implementation by engaging in school wide practices. Expectation that all students and staff are engaged in the agreed upon expectations. Utilizing SAEBRS as a screening tool.

Tier 2: 6 out of 8 schools will be ready to implement strategic intervention next school year based on SET results and their teams readiness to move forward. The district plans to implement Check-in/Check-out as an evidence based intervention at this level.

Tier 3: we are working to develop this phase in coming years.

Response to Intervention

Where we are:

-Support provided by MO-CASE

-Developed a team...and then it changed...and it grew strategically & for the better.

-Gathered information from other districts...LOTS of information/examples.

-Consultant with dedicated team time away to plan, strategize, develop with key stakeholders (ie: our team).

-Currently piloting at one elementary school...working out kinks

-Development of our core components list/handbook
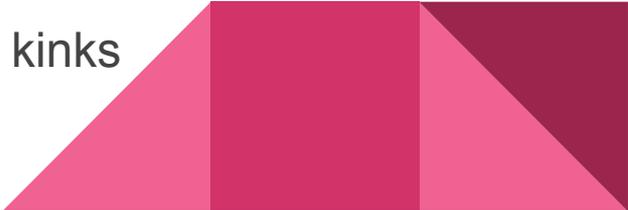
Trauma Informed Schools

Where we are:

-Engagement with Resilient KC.

-Realized our goals were overlapping with other initiatives.

-In preparation of transitioning the work to the building level through social worker support & PBIS tier 1 trainings.

-Wisconsin Department of Public Instruction

Crisis Prevention & Intervention

Where we are:

-Two district wide trainers

-Teams developed and trained at all schools in de-escalation procedures with a goal to share this knowledge to all staff

-Renewal of certification yearly

-Physical Intervention only implemented by those trained
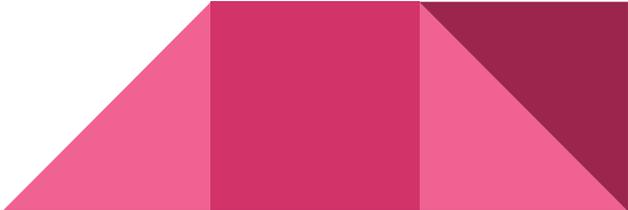
All the other stuff….

Bullying report systems: using the data as an improvement factor for PBIS

Crisis & Wellness Team: started as a wellness team & began consolidation with recognition of overlapping goals.

Research

There are naysayers:
https://www.edweek.org/ew/articles/2015/11/11/study-rti-practice-falls-short-of-promise.html

And then there is supportive data:

-John Hattie: RTI-1.07 effect size

-Education Endowment Foundation: Behaviour Interventions (+3 moderate); Feedback-explicit (+8 Very High); Individualized instruction supplemental to classwide instruction (+3 moderate); Social Emotional Learning (+4 significant)

Research

Cont...

-Education Endowment Foundation found that closing an attainment gap consists of 15 key factors of which **What happens in the classroom makes the biggest difference & Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.** (The Attainment Gap (2017) pp 16-17. Education Endowment Foundation).

-Behavior impacts learning and learning deficits impact behavior (McIntosh & Goodman, ch. 2, 2016).

Pulling it all together

Where we aim to go

-More than just a plug and go. SUSTAINABILITY

-An aligned system through initiative crosswalk

-Goal to reduce drainage on non-renewable resources (staff/funding)

-Coordination of leadership to ensure we are going the same direction
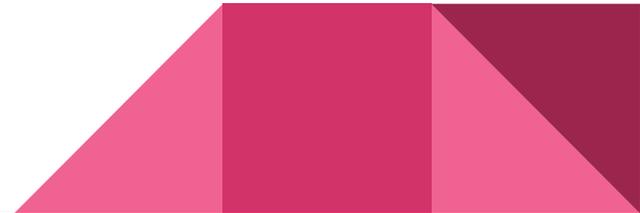
Pulling it all together

Leadership PBIS (Behavior)

Director of Student & Family Success
School Psychologists
District Behavior Coordinator
Supervisor Data/Student Records

*support through School Climate Transformation Grant & RPDC

Leadership RTI (Academic)

Executive Director of Curriculum/Instruction
Director of Student & Family Success
Director of Student Services
2 Elementary Principals
Middle School Principal
Elementary Reading Coach
Supervisor Data/Student Records
School Psychologist

*support through MO-CASE & independent consultation

"Whole-school initiatives require collaboration across general education, special education, administration, and school-and district-level support staff. As a result, effective academic RTI & PBIS teams include representatives from each of these groups to maximize the extent to which all educators in the school are actively involved in establishing, planning, and sustaining these initiatives." McIntosh & Goodman (2016) p.7.
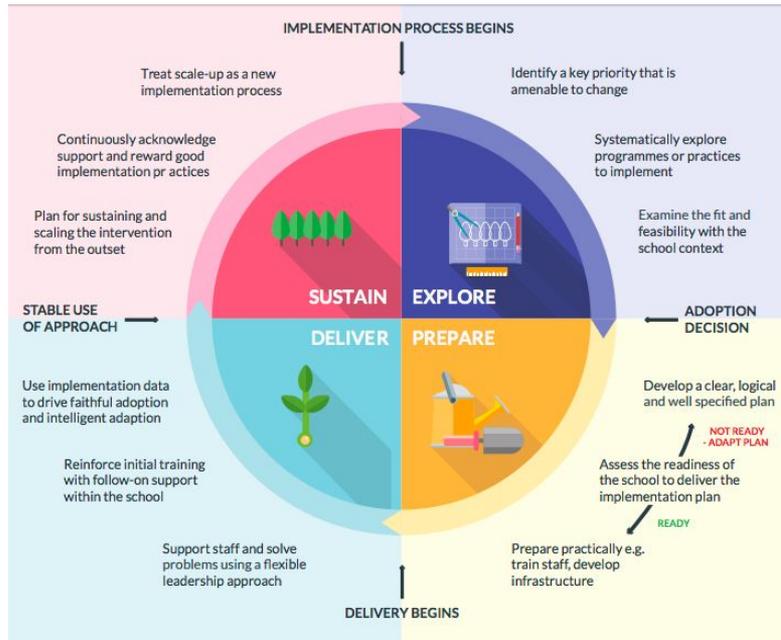
Pulling it all together

McIntosh & Goodman's Key Lessons for Integration:

1. **Integrate Strategically:** look wholestically at the situation, logically set up teaming, if it doesn't make sense or makes the work harder, don't do it.
2. **Function over Form:** it's going to look different from place to place just make sure the function is working with fidelity.
3. **Lead with a team:** these will vary but they should be collaborative and work effectively to develop and implement processes.
4. **Do a few things well:** we can't do it all! So do what matters well, initiative alignment can help sort this.
5. **Remember its hard:** change is hard, we prefer familiarity. People hold tight to how they want to spend their budgets, how they want to use their people, there are competing factors that must be sorted.
6. **It's worth it:** positive student outcomes and higher efficiency. Keep an eye on the prize!

Implementation Resources

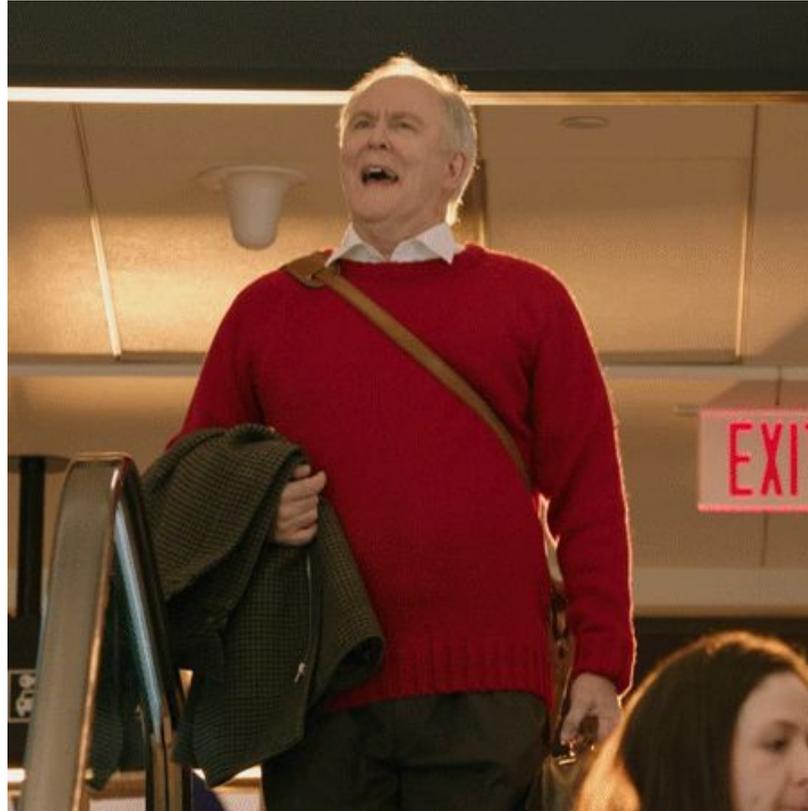[National Implementation Research Network](#) & [NIRN Resource HUB](#)

[Education Endowment Foundation School Guide to Implementation](#)

So instead of this...

You can be this...

Resources

Websites:

http://www.rtinetwork.org/

https://dese.mo.gov/

http://pbismissouri.org/

https://dese.mo.gov/traumainformed

https://dese.mo.gov/college-career-readiness/curriculum/dyslexia

http://www.mo-case.org/Re-inventing-Special-Education

https://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention

http://nirn.fpg.unc.edu/

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

Books:
McIntosh, K. & Goodman, S. "Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS" 2016. Guliford Press.

Articles: