

The background features a stylized umbrella with a black canopy and white ribs. Below the umbrella, there are several overlapping circles in red, yellow, blue, and orange. A black rectangular box with a white border is centered on the slide, containing the title and speaker information.

Exploring MTSS Implementation Barriers & Facilitators

Margaret A. Sedor ~ Holly Shubin
2019 PENT FORUM

Identifying the Barriers

- Using the provided questions, discuss the barriers faced with general understanding of social emotional learning needs and supports.
- Focus your discussion around provision and implementation of Tier One interventions and supports.

Guided Discussion Questions

1. What does administrator support and understanding of MTSS look like? What administrator barriers have been faced during initial stages of implementation?
 - a. This could be site admin, special education director, SELPA administrator, etc.
2. Do administrators seem to have an understanding of what roles individuals play in the MTSS framework? For example, is there an understanding of what role counselors, behavior specialists, school psychologists, etc. play?
3. How have administrators been involved in training?
4. Does it seem that there is a demand for services but a lack of individuals to provide those services?



Transforming School Culture

<https://www.youtube.com/watch?v=NOcazcZaCg4>

MTSS Components (NASP)



Prevention & Wellness Promotion



Universal Screening



Evidenced-Based Intervention



Progress Monitoring



**Systematic Databased Decision
Making**

MTSS Components (California)



Multi-tiered System of Support



Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with UDL

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

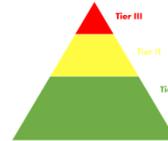
- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development behavior supports

MTSS Components (Combined)

Comprehensive Assessment System



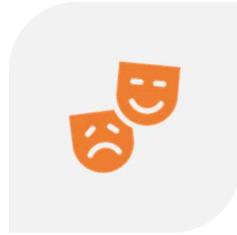
Tiered Levels of Instruction & Intervention



Systematic Databased Decision Making



California MTSS Framework



MTSS
(ACADEMIC, BEHAVIOR,
SOCIAL-EMOTIONAL)



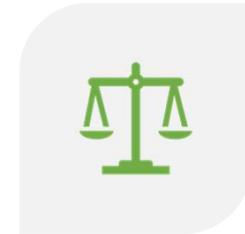
ADMINISTRATIVE
LEADERSHIP



INTEGRATED EDUCATIONAL
FRAMEWORK



FAMILY & COMMUNITY
ENGAGEMENT



INCLUSIVE POLICY STRUCTURE
& PRACTICE

Equity-based MTSS thrives with strong and actively engaged administrative leaders who are committed to improving teaching and learning within a system that empowers educators and school personnel.

Administrative Leadership

https://www.youtube.com/watch?time_continue=92&v=TNEPc0IDCjY

Administrative Leadership Essentials



Lead Development of a Clear Vision Statement



Attend instructional meetings & visit classrooms



Form leadership team for decisions for school wide system



Create space for stakeholders as shared decision-makers



Regularly use academic & behavior data to guide decisions

Stages of Implementation Analysis



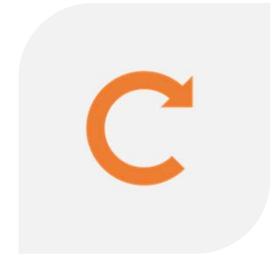
EXPLORATION



INSTALLATION

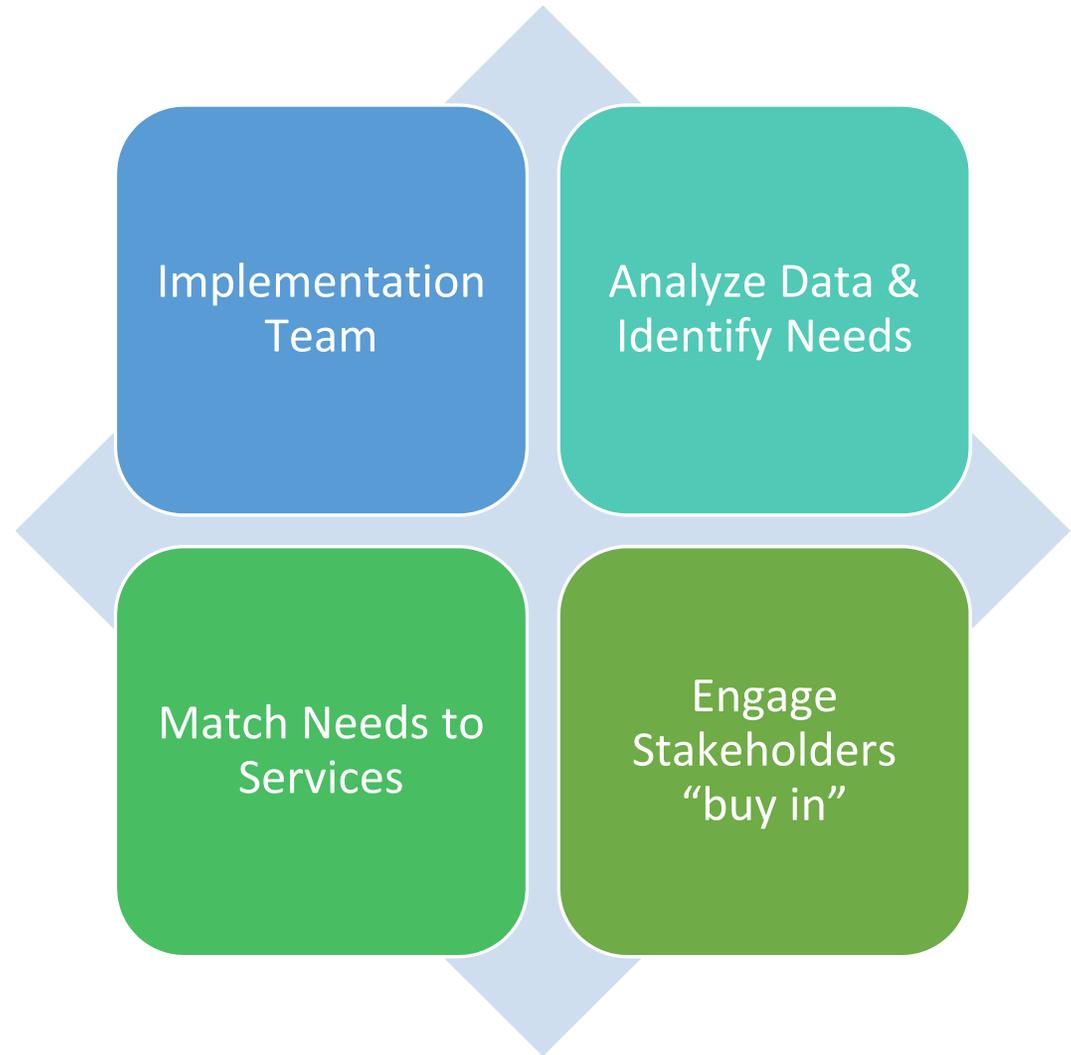


INITIAL
IMPLEMENTATION



FULL
IMPLEMENTATION

Exploration



Installation



Initial Implementation

Develop Implementation Plan

Collaborative Problem-Solving Team

Coaching System

Data Collection Process

Data-driven Plan Revisions

Full Implementation

Monitoring & Support Systems

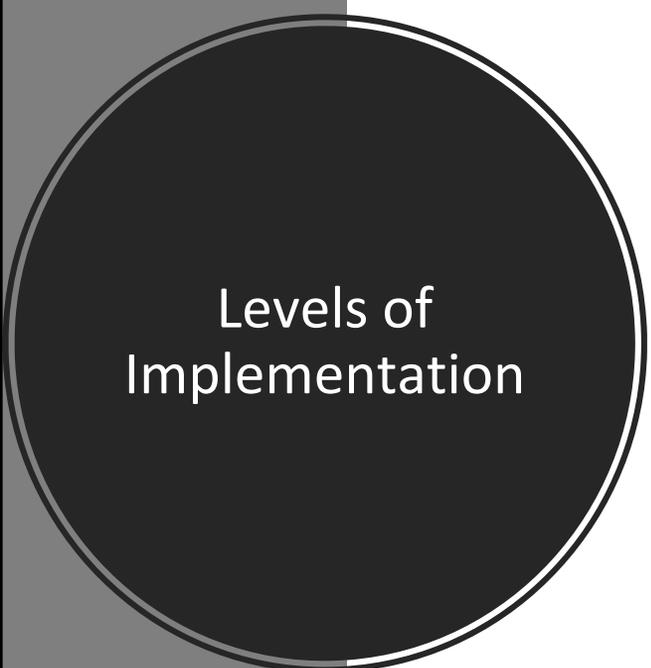
Feedback Process Established

Implementation Team utilize
data

Improvement Processes
Employed, Embedded, Routinized



Implementation Journey



Levels of
Implementation

**Initial
Implementation**

Transformation &
systemic efforts underway

**Full
Implementation**

Systems in place &
regularly monitored and revised

Exploration

Not yet started or minimal
implementation

Installation

Working toward implementation

Initial Implementation

Transformation &
systemic efforts underway

Full Implementation

Systems in place &
regularly monitored and revised

Exploration

Not yet started or minimal implementation

Installation

Working toward implementation

Assessment Protocol

Roles: Note taker ~ Reader ~ Scorer

MTSS Implementation Assessment Guide

Leadership Essentials	Level of Implementation	Barriers & Supports
Prevention & Wellness Promotion	Exploration	
	Installation Initial Implementation Full Implementation	
Universal Screening	Exploration	
	Installation Initial Implementation Full Implementation	
Evidenced-Based Intervention	Exploration	
	Installation Initial Implementation Full Implementation	
Progress Monitoring	Exploration	
	Installation Initial Implementation Full Implementation	
Systematic Databased Decision Making	Exploration	
	Installation Initial Implementation Full Implementation	

Identify Barriers and Supports



Addressing the Barriers

- Using the provided questions, discuss how your SELPAs have addressed the barrier of administrative understanding of MTSS.
- Fill out the guided notes page with details about how your Regional Implementation Team will share resources.

MTSS Supports and Resources

Regional Implementation Team Resource Sharing

Resource <i>(brief description)</i>	Who has it? <i>(name of PENT Cadre member)</i>	How will it be shared? <i>(e.g., Google Drive, via email, etc.)</i>	By when will it be shared? <i>(date)</i>
• •	• •	• •	• •

Guided Questions

1. Has your SELPA provided training to administrators about MTSS, their role, and how to support implementation in their school/district?
2. Has your SELPA supported site administrators in developing an understanding of what key players do? How could this be facilitated?
3. Can any resources be shared with the Regional Implementation Team?
4. If not, what steps could be taken to begin discussion about these needs? What PENT resources would help facilitate this conversation?

... it's in our hands!



Resources



Guide to Understanding California MTSS
<http://www.ocde.us/MTSS/Documents/CA%20MTSS%20Guide.pdf>



Stages of Implementation Analysis:
Where are We?
<https://implementation.fpg.unc.edu/resources/stages-implementation-analysis-where-are-we>



SWIFT Education Center
<http://www.swiftschools.org/shelf>

Resources

- National Registry of Evidence-Based Programs and Practices www.nrepp.samhsa.gov
- Collaborative for Academic, Social and Emotional Learning www.casel.org
- School Mental Health Project (UCLA) <http://smhp.psych.ucla.edu>
- Center for School Mental Health <http://csmh.umaryland.edu/index.html>
- <http://california.kognito.com/>
- NASP Congressional Briefing <http://nasponline.org>
- National Alliance on Mental Illness <http://nami.org>
- Positive Behavior Interventions & Supports <https://pbisapps.org>
- Substance Abuse and Mental Health Services Administration (SAMHSA) www.samhsa.gov
- Community Matters, Safe School Ambassadors Program <http://community-matters.org/>
- Safer Saner Schools, <http://www.safersanerschools.org>
- International Institute for Restorative Practices, <http://IIRP.edu>
- Living Works, Applied Suicide Intervention Skills and Training (ASIST), <https://www.livingworks.net/programs/assist/>
- Ernie Mendes, <http://ernemendes.com>
- MindUP Curriculum, <http://thehawnfoundation.org/mindup/>
- Positive Environment Network of Trainers, www.PENT.ca.gov
- Safe Supportive Learning, www.safesupportivelearning.ed.gov/school-climate
- National School Climate Center, www.schoolclimate.org/climate/
- National Center on Safe Supportive Learning Environments, www.schoolclimate@air.org
- California SUMS Initiative, http://www.ocde.us/MTSS/Pages/California_SUMS_Initiative.aspx
- Center for Applied Special Technology (CAST), Universal Design for Learning (UDL), <http://www.cast.org/our-work/about-udl.html#.XEEdpTFxKhyx>



**MTSS Presentation
by
PENT Leaders**

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