Exploring MTSS Implementation
Barriers & Facilitators

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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
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=TNEPc0lDCjY
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

Implementation Team

Analyze Data & Identify Needs

Match Needs to Services

Engage Stakeholders “buy in”
Installation

- Identify Needs
- Train-Coach “first practitioners”
- Evaluate “readiness” & sustainability
- Engage collaborative problem-solving
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
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
Assessment Protocol

Roles: Note taker ~ Reader ~ Scorer
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<th>Leadership Essentials</th>
<th>Level of Implementation</th>
<th>Barriers &amp; Supports</th>
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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.

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<th>Resource (brief description)</th>
<th>Who has it? (name of PENT Cadre member)</th>
<th>How will it be shared? (e.g., Google Drive, via email, etc.)</th>
<th>By when will it be shared? (date)</th>
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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!
Guide to Understanding California MTSS

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.umd.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.saferaneserschools.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#.XEdpTFxKhyx]