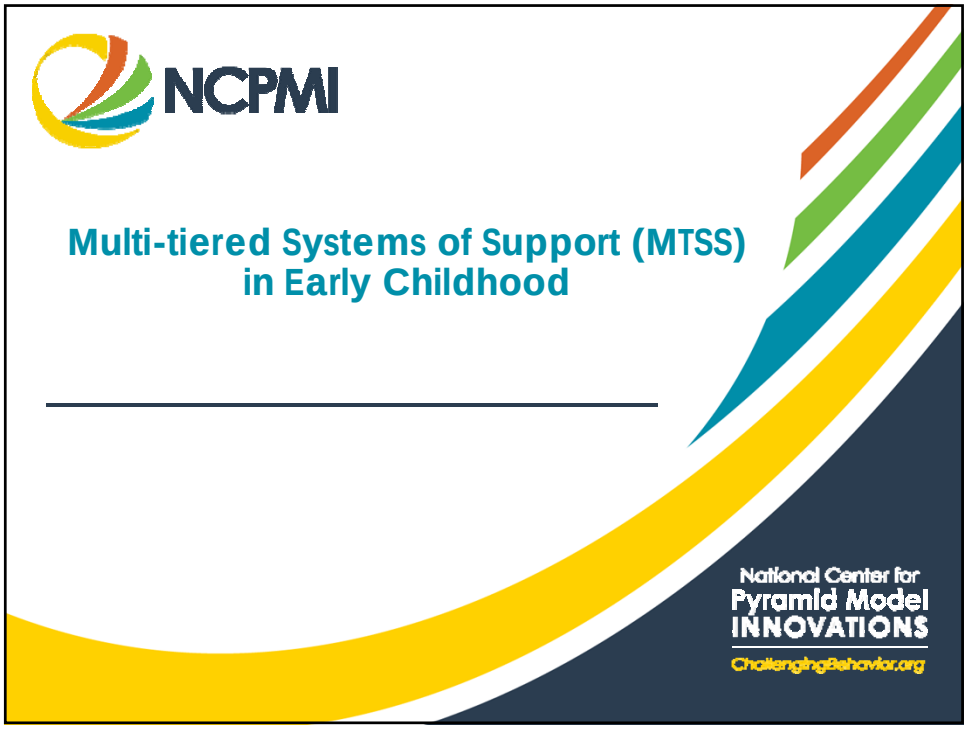


Panel

- Lise Fox, National Center for Pyramid Model Innovations and ECTA Center
- Kate Rogers, Vermont Agency of Education
- Robin Miller Young, Northern Illinois University

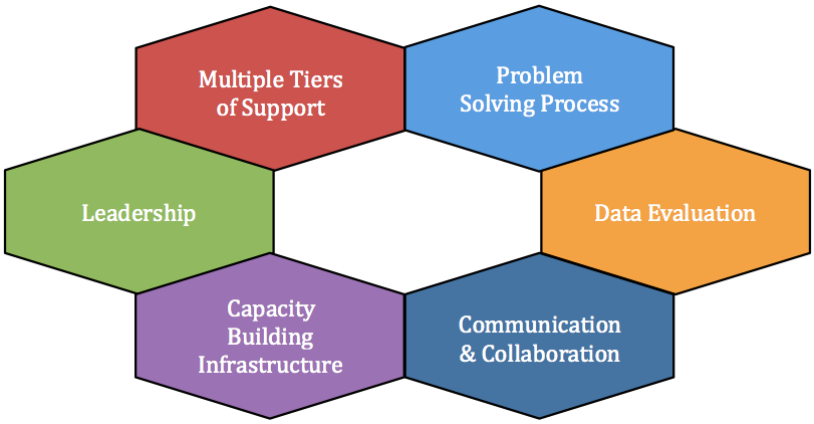
Agenda

- MTSS and translation to early childhood implementation
- Pyramid Model as MTSS
- Statewide implementation of Pyramid Model as MTSS
- Integrated MTSS in early childhood

Multi-Tiered Systems of Support

MTSS is defined as a comprehensive framework that provides academic, social, emotional, and behavioral support for all children, and provides resources and supports that families and personnel in educational, early childhood, and early intervention settings need to support children. MTSS is a prevention-oriented, data-driven, and team-based system characterized by multiple tiers of intervention, universal screening, progress monitoring, and data-based decision making (McIntosh & Goodman, 2016

Critical Components of MTSS



From: http://flpbis.cbcs.usf.edu/foundations/MTSS.html

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Multi-Tier Intervention

This is <u>what</u> students get, and includes:

- Learning standards & behavioral expectations
- Curriculum & instruction practices
- Environmental modifications
- Evidence-based programs & practices
- Integrated achievement & behavior supports

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Problem-Solving

This is how we decide who gets what:

- Structured process used with fidelity
- Relies on collaborative and team-based decision-making
- Effectiveness of decisions is measured by student growth
- Includes decision protocols/decision rules

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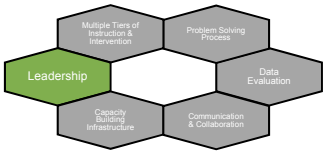
Leadership



Effective leaders:

- Are actively involved with MTSS implementation
- Share leadership responsibilities
- Organize practices within a tiered framework
- Recognize the importance of fidelity for successful outcomes
- Strategically allocate professional development resources
- Positively influence the culture and climate of the school
- Engage in reciprocal coaching practices with stakeholders

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Data Evaluation

Data-based decision making depends on:

- A data culture that understands that data may be used in multiple ways
- Having consensus on the purpose for using data,
- A "data system" that includes roles & responsibilities for using data (from district to classroom)
- Multiple sources and types of reliable and valid data
- Data summarized in user-friendly manner
- Data summaries that are matched to guiding questions for problem solving

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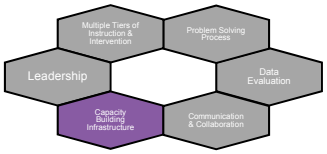
Building Capacity & Infrastructure



- Ongoing, data-driven professional development & coaching
- Professional development matched to educator responsibilities
- Schedules that allow for multiple tiers of instruction/intervention & team-based problem solving
- Established written practices, policies and implementation guidance

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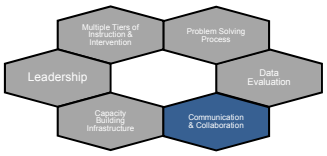
Communication & Collaboration



- Build & sustain consensus about MTSS
- Build purposeful relationships
- Are transparent & inclusive when reviewing implementation & student data
- Are aligned to stakeholder roles & responsibilities
- Coordinate efficient use of resources

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Application for Early Childhood?

1.
2.
3.

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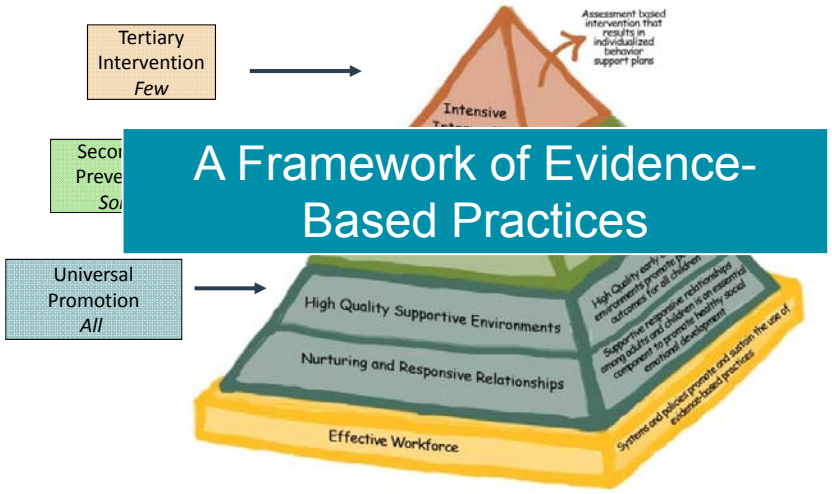
Pyramid Model



A Framework of Evidence-Based Practices

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Pyramid Model as MTSS

- Multi-tier interventions
- Problem Solving
- *Leadership*
- *Data/Evaluation*
- *Capacity and Infrastructure*
- *Communication and Collaboration*

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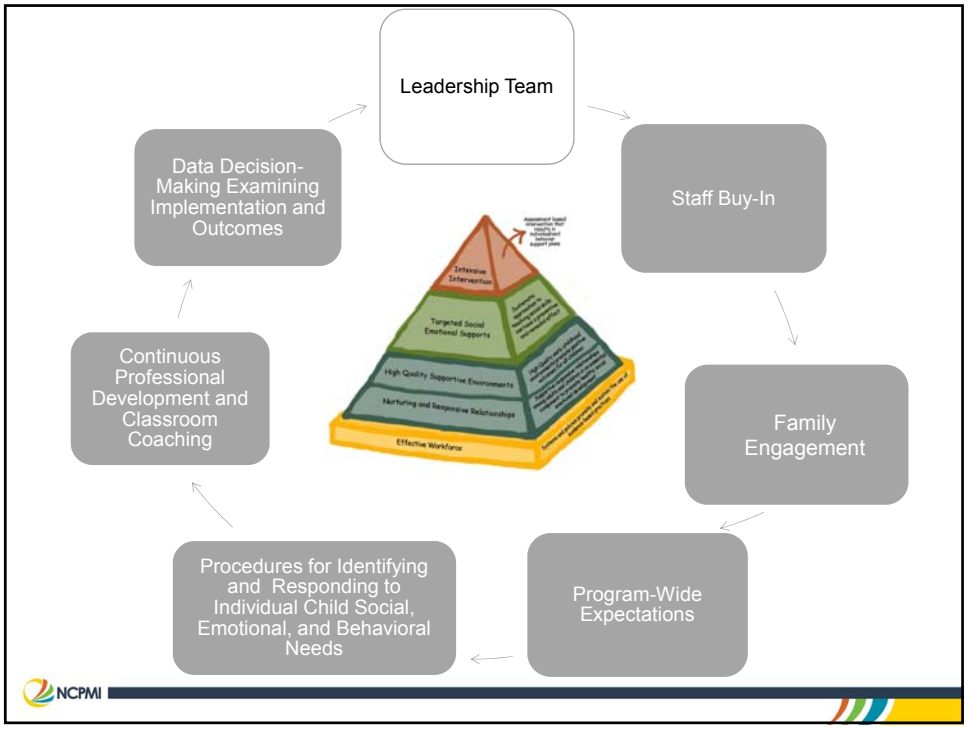

Implementation Leadership Team

- Broad representation
- Regular meetings
- Development of an implementation plan
- Use of data for decision-making related to implementation and outcomes

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Staff Buy-In

- Program staff understand the framework and are supportive of implementation
- Bi-directional feedback loops are established for program staff/leadership team communication and feedback

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Family Engagement

- Family membership on the leadership team
- Family input is solicited as part of the planning and decision-making process.
- Family engagement is supported through a variety of mechanisms and information shared through a variety of formats/
- Families are involved in planning for individual children in a meaningful and proactive way.

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Program-Wide Expectations

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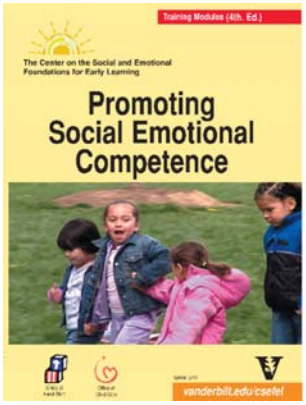
Continuous PD and Coaching



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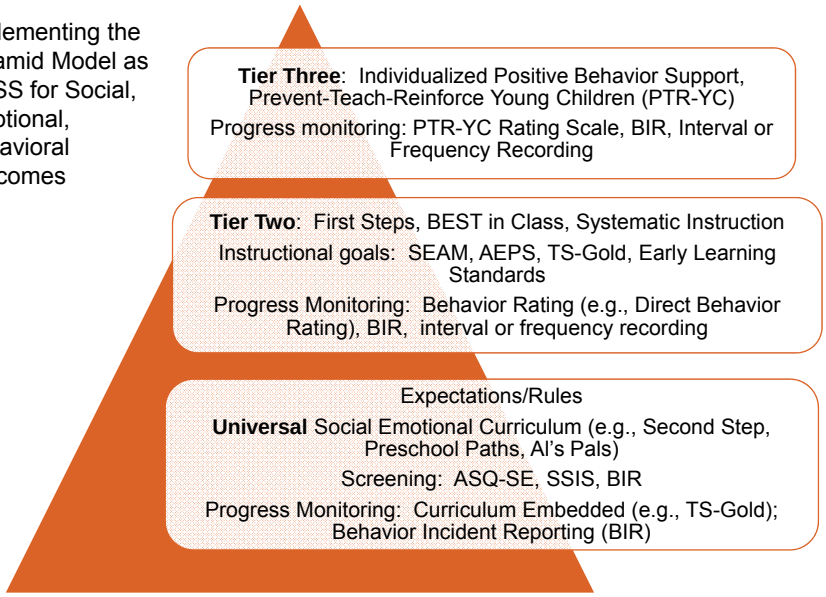
Social Emotional Intervention

- Foundation of instruction in self-regulation, expressing and understanding emotions, problem solving, developing social relationships
- Explicit instruction to individual children
- Increased opportunities for instruction, practice, feedback
- Family partnerships
- Progress monitoring on skill acquisition

Intensive Individualized Interventions

- Assessment-based
- Collaborative team
- Skill-building
- Positive Behavior Support Plan
- Implementation by teachers across all routines and interactions
- Plan implementation fidelity measurement
- Progress monitoring on replacement skill acquisition and behavior reduction

Implementing the Pyramid Model as MTSS for Social, Emotional, Behavioral Outcomes



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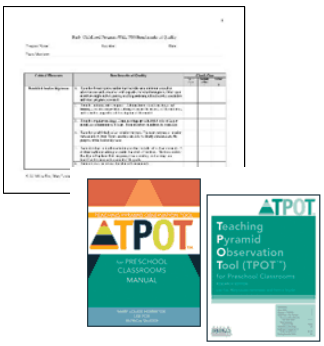
Data Decision-Making

- Implementation
  - Benchmarks of Quality
  - TPOT, TPITOS
  - Coaching Logs
- Child
  - Behavior Incidents
  - Rating Scales
  - Curriculum-based progress monitoring
  - Behavior/skill progress monitoring



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Vermont's Early MTSS

VERMONT AGENCY OF EDUCATION

Full and Equitable Participation

Building equitable state systems for children who are culturally, linguistically, and individually diverse and their families

Vermont Early Learning Standards

Birth to Age 8 (Grade 3)

If you…

Plan it,

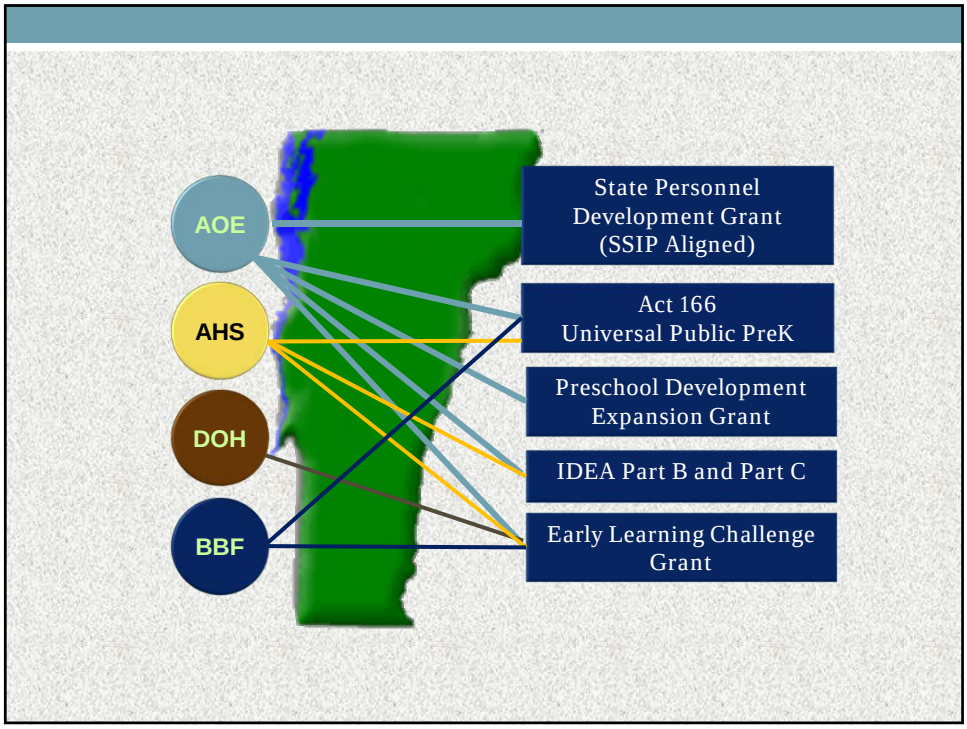
Build it,

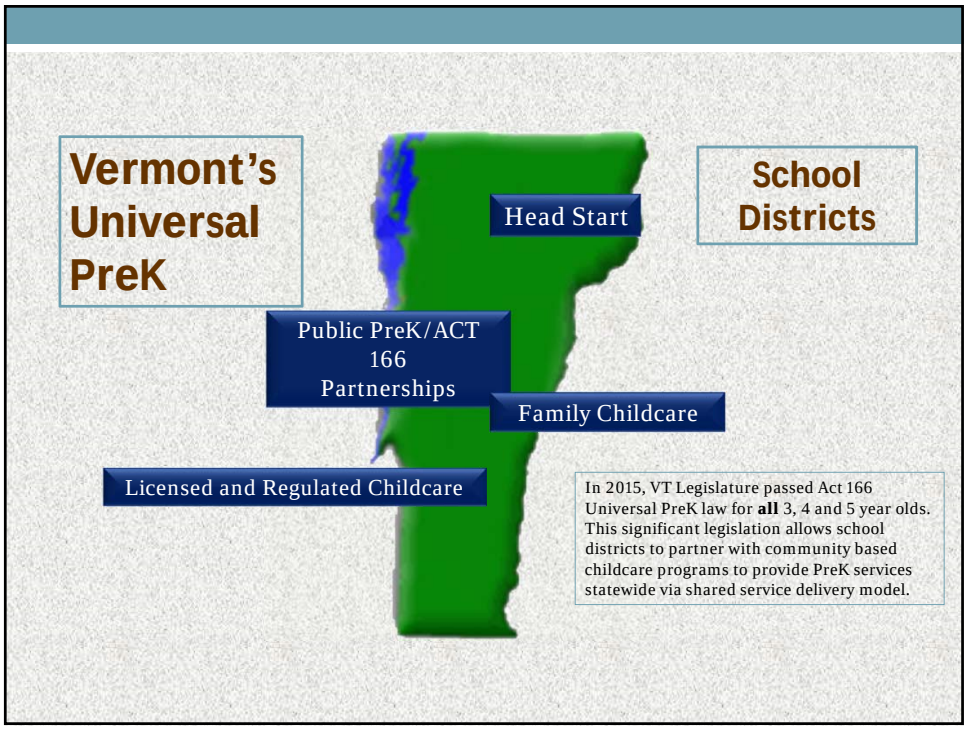
Secure it,

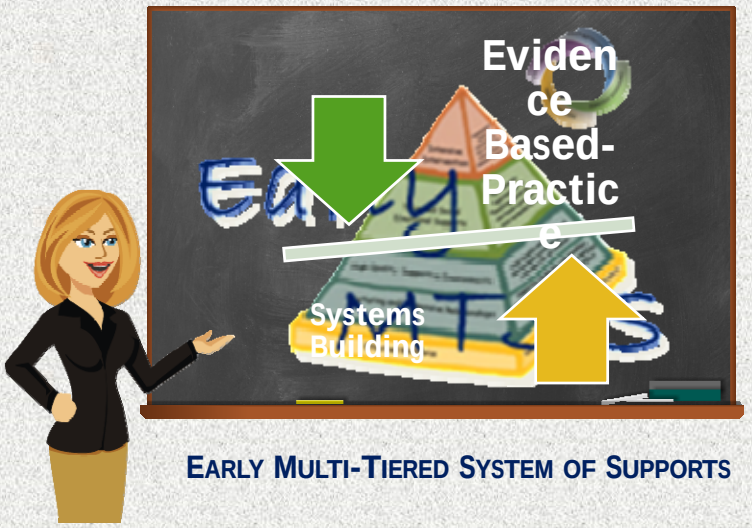
Sustain it,

Early MTSS

THEY WILL COME!


AOE
AHS
DOH
BBF
State Personnel Development Grant (SSIP Aligned)
Act 166 Universal Public PreK
Preschool Development Expansion Grant
IDEA Part B and Part C
Early Learning Challenge Grant


Vermont's Universal PreK
School Districts
Head Start
Public PreK/ACT 166 Partnerships
Family Childcare
Licensed and Regulated Childcare
In 2015, VT Legislature passed Act 166 Universal PreK law for **all** 3, 4 and 5 year olds. This significant legislation allows school districts to partner with community based childcare programs to provide PreK services statewide via shared service delivery model.

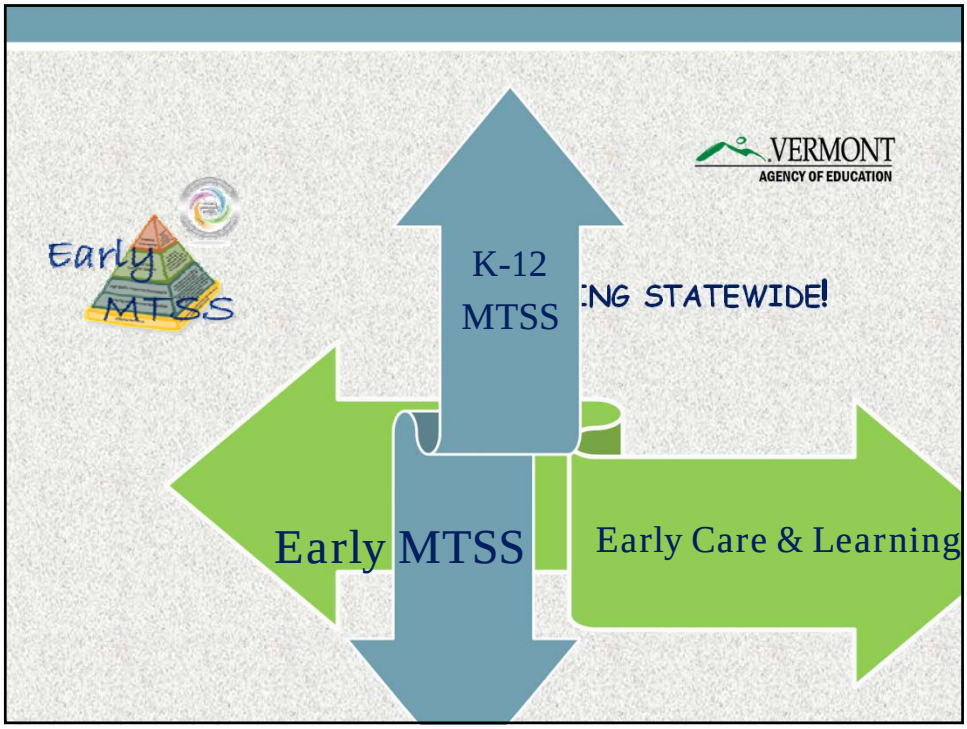


EARLY MULTI-TIERED SYSTEM OF SUPPORTS

Early Multi-Tiered System of Supports

- ✓ Increases knowledge and use of EBPs to support social and emotional competence and confidence
- ✓ Provides system design to ensure program-wide implementation and sustainability of EBPs
- ✓ Increases school district capacity to offer a full continuum of educational placement options
- ✓ Builds a sustainable statewide system of high quality inclusive early childhood learning environments for each child
- ✓ Builds cross-sector coordination and shared service delivery model
- ✓ Builds vertical alignment and continuum with K-12 MTSS

VERMONT



VTmtss:

Field Guide 2.0

VTmtss Field Guide 2.0 integrates and expands upon the original field guide, with an increased emphasis on:

- Equity
- Implementation across grade spans, including ***MTSS in early education***
- Integration of current educational landscape, including proficiency based education and personalization

5 Key Components of Early MTSS

1. Strong System Support

- Each and every child learns within the context of secure and authentic relationships, play, and interactions within their environment
- Functioning Leadership Team
- Staff Commitment
- Supportive Systems

2. Partnership & Collaboration

- Respect and support families as experts, partners, and decision makers
- Build caring communities and partners that are accepting of differences and foster a sense of belonging
- Transition (including K-3 transition)

3. Well-Designed Professional Development

- Identification of staff learning need
- Provision of Professional Development Supports
- Assessment of Learning and Implementation

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5 Key Components of Early MTSS

4. Provision of High Quality, Responsive and Inclusive Learning Environments

- Equitable access to learning experiences that acknowledge and build on individual differences and abilities
- Opportunity to deeply learn and develop full potential through joyful interactions in safe, accepting environments
- Social and Emotional, Early Literacy and Numeracy Confidence and Competence

5. Comprehensive & Functional Assessment System

- Effective Problem Solving Process
- Data-Based Decision Making
- Promotes Ongoing Improvement

Vermont Multi-Tiered System of Supports

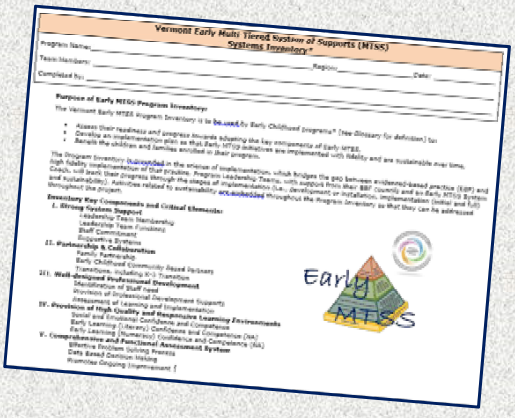
Early MTSS and K- MTSS Alignment

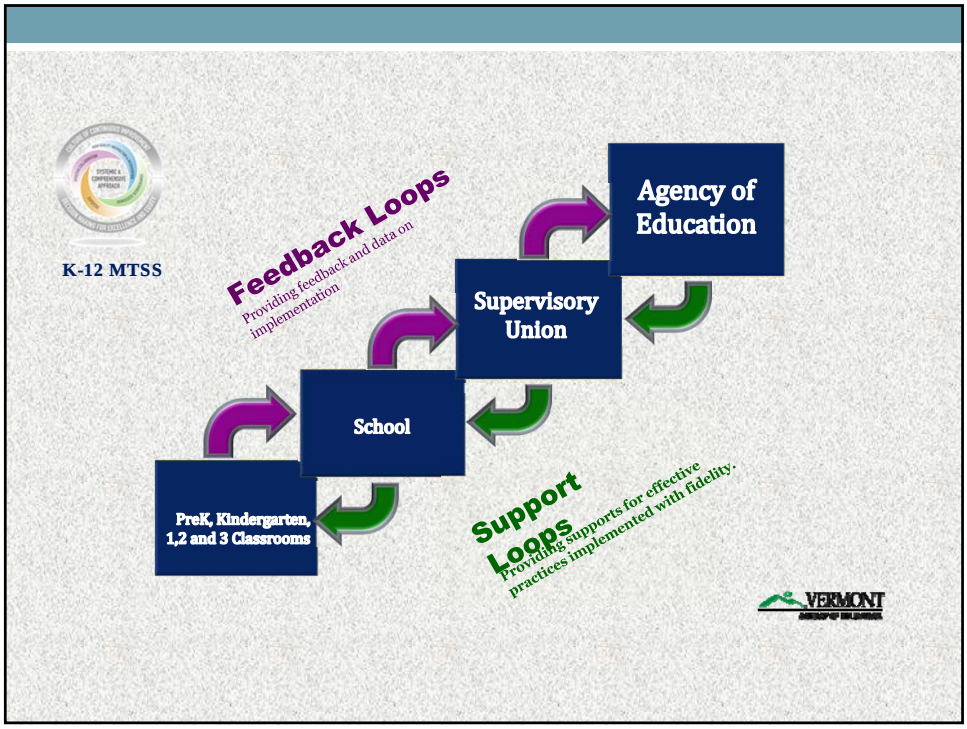
Each and every child learns within the context of secure and authentic relationships, play, and interactions within their environments.

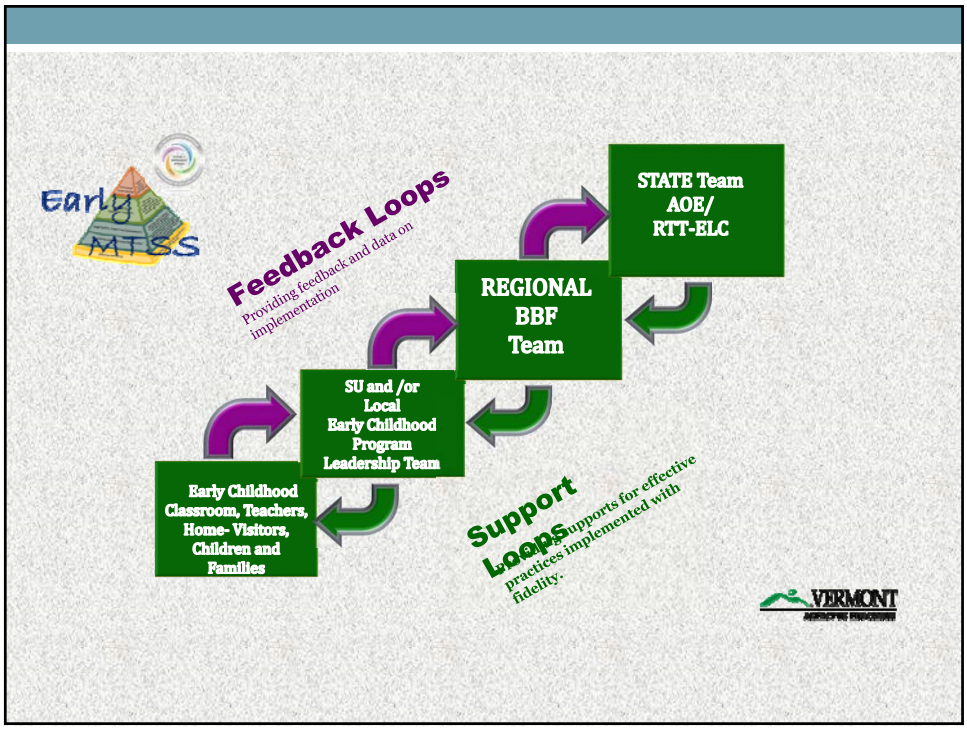
Early MTSS	K-12 MTSS
Strong System Support • Each and every child learns within the context of secure and authentic relationships, play, and interactions within their environments • Functioning Leadership Team • Staff Commitment • Supportive Systems	**A Systemic and Comprehensive Approach** • Shared belief that all students learn • Educational equity within an inclusive school culture • Integration of service deliveries • All students get what they need, when they need it, for as long as it is needed
Partnership & Collaboration • Respect and support families as experts, partners, and decision makers • Build caring communities and partners that are accepting of differences and foster a sense of belonging • Transition (including PreK-3 alignment)	**Effective Collaboration** • Intentional practices to increase family and community involvement • Teams make decisions together to provide supports for all students • Shared responsibility and respect for all students • Structures and processes aim at continuous improvement
Provision of High Quality & Responsive Learning Environments • Equitable access to learning experiences that acknowledge and build on individual differences and abilities. • Opportunity to deeply learn and develop full potential through joyful interactions in safe, accepting environments. • Social and Emotional, Early Literacy and Numeracy Confidence and Competence	**High-Quality Instruction and Intervention** • Staff support the academic, behavior, and social-emotional needs of all students • All students are engaged in grade level core instruction with supplemental intervention provided as needed • Structures and policies provide access and equity, are student-centered, and designed to eliminate barriers to learning opportunities
Comprehensive & Functional Assessment system • Effective Problem Solving Process • Data-Based Decision Making • Promotes Ongoing Improvement across child, teacher and systems building	**Balanced and Comprehensive Assessment** • Data is examined, discussed, reflected on and used to make decisions • School uz all available data to address issues in a timely manner • Schools allocate resources that are responsive to the needs of all learners and staff • Assessments identify and address gaps to better provide equitable learning opportunities for every student
Well-Designed Professional Development • Identification of staff learning needs • Provision of Professional Development Supports • Assessment of Learning and Implementation	**Expertise (Well-Designed Professional Learning)** • Expectation that all staff will participate in on-going, embedded professional learning (PL) • PL is available to all staff, as needed • Allocation/use of resources to implement evidence-based practices is responsible and intentional • Staff expertise matched to student need

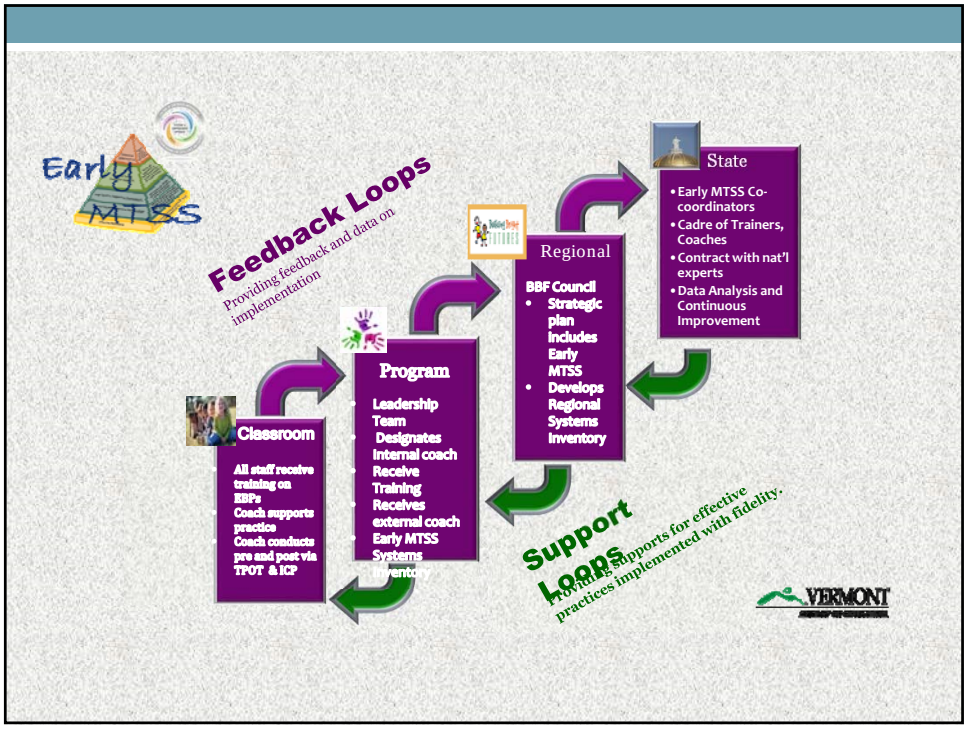
Systems Inventory

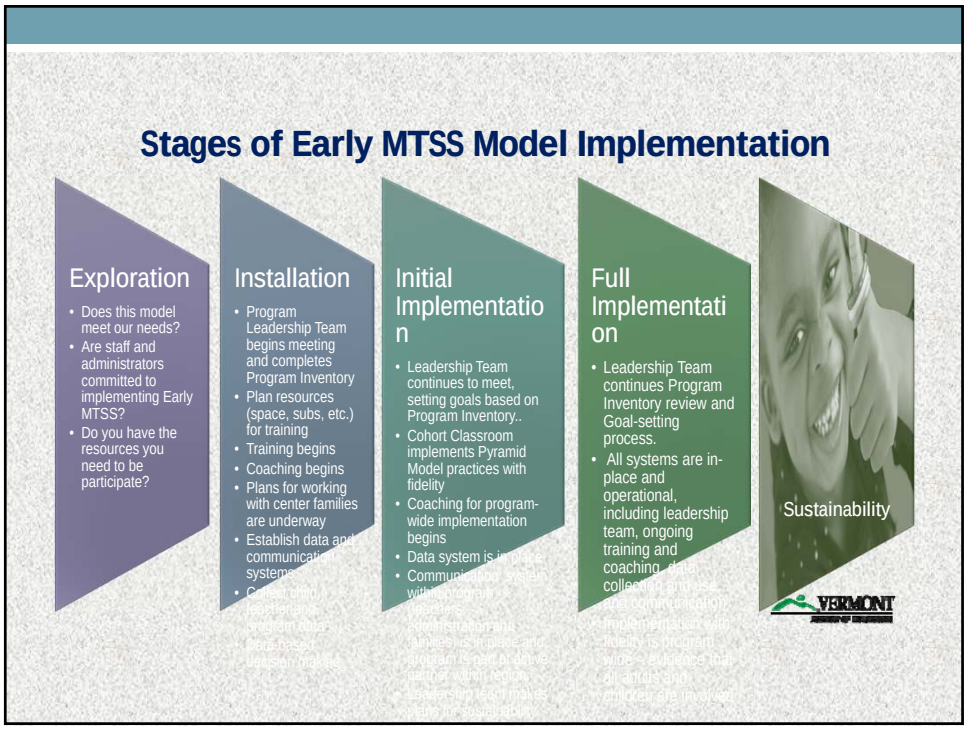
- Used by programs to assess progress so that Early MTSS initiatives are implemented with fidelity, sustainable and benefit children and families
- Grounded in the science of implementation
- Bridges gap between evidence based practices (EBP) and high fidelity implementation of practice

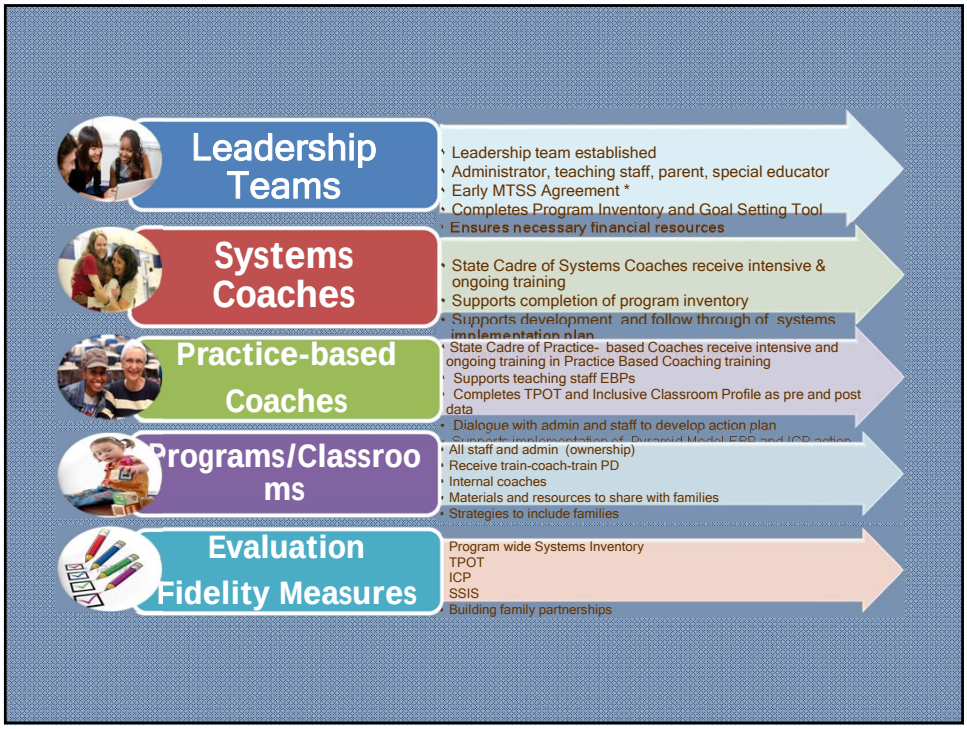


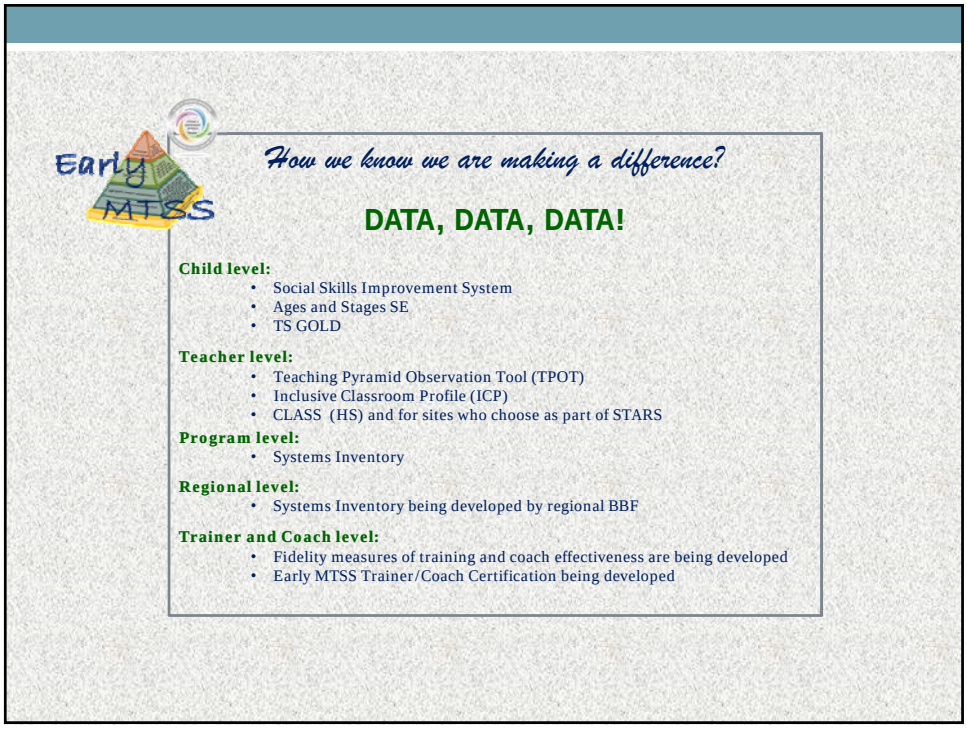

K-12 MTSS
Feedback Loops
Providing feedback and data on implementation
Agency of Education
Supervisory Union
School
PreK, Kindergarten, 1,2 and 3 Classrooms
Support Loops
Providing supports for effective practices implemented with fidelity.
VERMONT


Early MTSS
Feedback Loops
Providing feedback and data on implementation
STATE Team AOE/ RTT-ELC
REGIONAL BBF Team
SU and /or Local Early Childhood Program Leadership Team
Early Childhood Classroom, Teachers, Home- Visitors, Children and Families
Support Loops
Providing supports for effective practices implemented with fidelity.
VERMONT


Early MTSS
Feedback Loops
Providing feedback and data on implementation
State
• Early MTSS Co-coordinators
• Cadre of Trainers, Coaches
• Contract with nat'l experts
• Data Analysis and Continuous Improvement
Regional
BBF Council
• Strategic plan includes Early MTSS
• Develops Regional Systems Inventory
Program
Leadership Team
Designates Internal coach
Receive Training
Receives external coach
Early MTSS Systems
Classroom
All staff receive training on EBPs
Coach supports practice
Coach conducts pre and post via TPOT & ICP
Support Loops
Providing supports for effective practices implemented with fidelity.
VERMONT


Stages of Early MTSS Model Implementation
Exploration
• Does this model meet our needs?
• Are staff and administrators committed to implementing Early MTSS?
• Do you have the resources you need to be participate?
Installation
• Program Leadership Team begins meeting and completes Program Inventory
• Plan resources (space, subs, etc.) for training
• Training begins
• Coaching begins
• Plans for working with center families are underway
• Establish data and communication systems
Initial Implementation
• Leadership Team continues to meet, setting goals based on Program Inventory..
• Cohort Classroom implements Pyramid Model practices with fidelity
• Coaching for program-wide implementation begins
• Data system is in place
Full Implementation
• Leadership Team continues Program Inventory review and Goal-setting process.
• All systems are in-place and operational, including leadership team, ongoing training and coaching, data collection and use, and communication
Sustainability
VERMONT


Leadership Teams
Leadership team established
Administrator, teaching staff, parent, special educator
Early MTSS Agreement *
Completes Program Inventory and Goal Setting Tool
Ensures necessary financial resources
Systems Coaches
State Cadre of Systems Coaches receive intensive & ongoing training
Supports completion of program inventory
Supports development and follow through of systems
Practice-based Coaches
State Cadre of Practice- based Coaches receive intensive and ongoing training in Practice Based Coaching training
Supports teaching staff EBPs
Completes TPOT and Inclusive Classroom Profile as pre and post data
Dialogue with admin and staff to develop action plan
Programs/Classrooms
All staff and admin (ownership)
Receive train-coach-train PD
Internal coaches
Materials and resources to share with families
Strategies to include families
Evaluation Fidelity Measures
Program wide Systems Inventory
TPOT
ICP
SSIS
Building family partnerships


Early MTSS
How we know we are making a difference?
DATA, DATA, DATA!
Child level:
Social Skills Improvement System
Ages and Stages SE
TS GOLD
Teacher level:
Teaching Pyramid Observation Tool (TPOT)
Inclusive Classroom Profile (ICP)
CLASS (HS) and for sites who choose as part of STARS
Program level:
Systems Inventory
Regional level:
Systems Inventory being developed by regional BBF
Trainer and Coach level:
Fidelity measures of training and coach effectiveness are being developed
Early MTSS Trainer/Coach Certification being developed

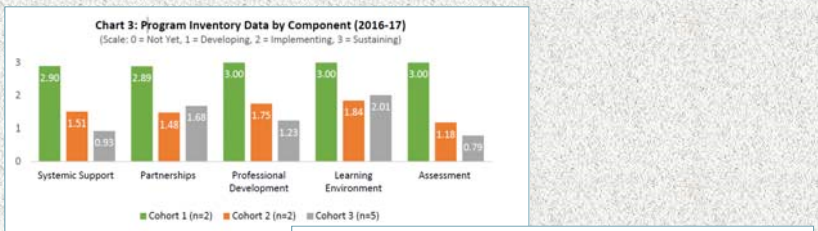


Chart 3: Program Inventory Data by Component (2016-17)
(Scale: 0 = Not Yet, 1 = Developing, 2 = Implementing, 3 = Sustaining)
3
2
1
0
2.90
1.51
0.93
2.89
1.48
1.68
3.00
1.75
1.23
3.00
1.84
2.01
3.00
1.18
0.79
Systemic Support
Partnerships
Professional Development
Learning Environment
Assessment
Cohort 1 (n=2)
Cohort 2 (n=2)
Cohort 3 (n=5)

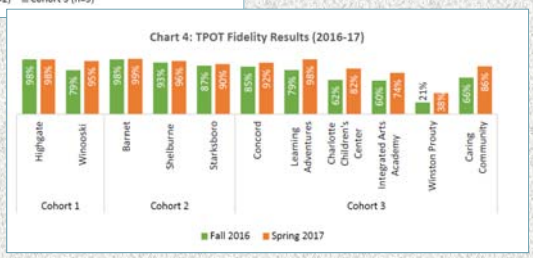


Chart 4: TPOT Fidelity Results (2016-17)
98%
98%
79%
95%
98%
99%
93%
96%
87%
90%
85%
92%
79%
98%
62%
82%
60%
74%
21%
38%
66%
86%
Highgate
Winooski
Burnet
Shelburne
Starksboro
Concord
Learning Adventures
Charlotte Children's Center
Integrated Arts Academy
Winston Prouty
Caring Community
Cohort 1
Cohort 2
Cohort 3
Fall 2016
Spring 2017

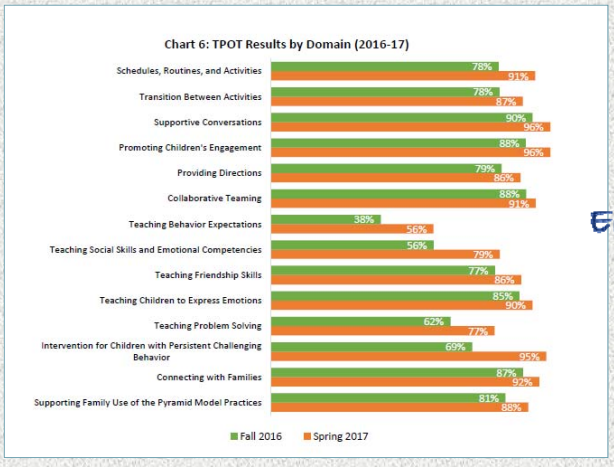


Chart 6: TPOT Results by Domain (2016-17)
Schedules, Routines, and Activities
78%
91%
Transition Between Activities
78%
87%
Supportive Conversations
90%
96%
Promoting Children's Engagement
88%
96%
Providing Directions
79%
86%
Collaborative Teaming
88%
91%
Teaching Behavior Expectations
38%
56%
Teaching Social Skills and Emotional Competencies
56%
79%
Teaching Friendship Skills
77%
86%
Teaching Children to Express Emotions
85%
90%
Teaching Problem Solving
62%
77%
Intervention for Children with Persistent Challenging Behavior
69%
95%
Connecting with Families
87%
92%
Supporting Family Use of the Pyramid Model Practices
81%
88%
Fall 2016
Spring 2017

We've built the foundation for Vermont's Early MTSS! Let's continue to create an infrastructure that remains strong and is implemented to fidelity, maintained and sustainable to support each and every child learn and grow to their full potential!!

Thank you to our national TA centers for past, present and future work and endless resources to support state implementation of EBPs. You all rock!!

Integrated MTSS for Young Children: Social-Emotional, Early Academics, and Beyond

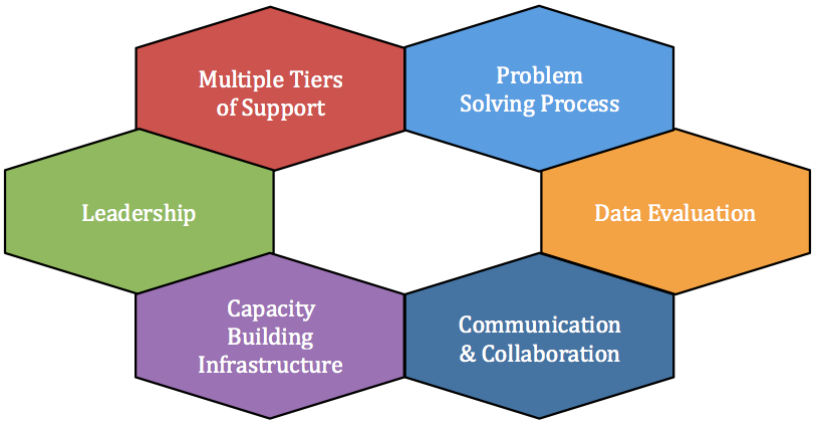
Concepts and Challenges

Social – Emotional and Behavior

Early Academics and Beyond

Growth and development occur in an INTERDEPENDENT and RECIPROCAL manner

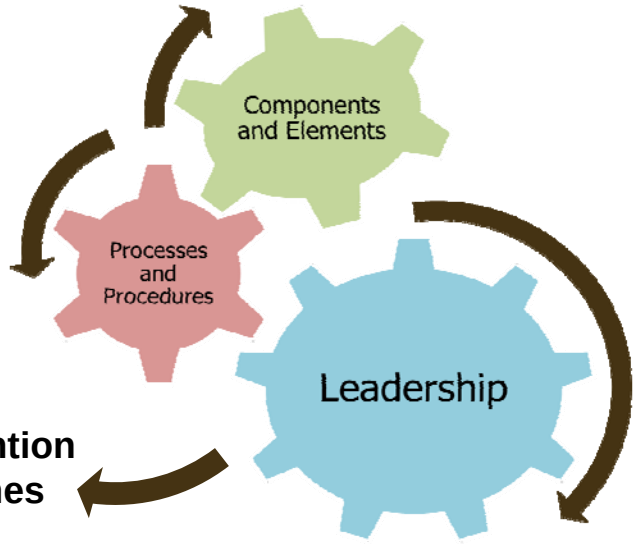
Critical Components of Integrated MTSS for Young Children



From: http://flpbis.cbcs.usf.edu/foundations/MTSS.html

NCPMI

Figure 2.2 Leadership Interactions with System Structural Components and Processes

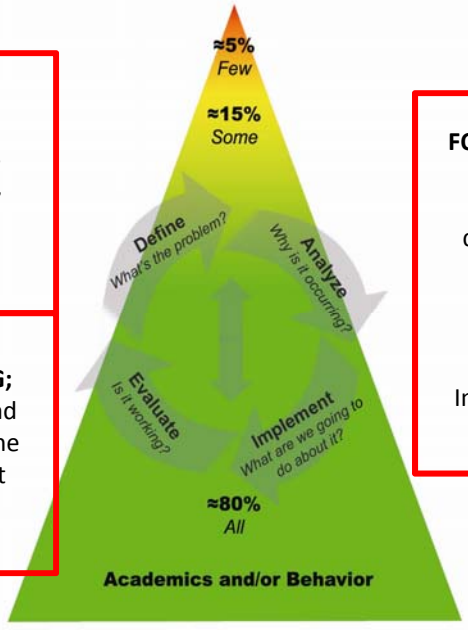


Young, R.M. (2019). Leadership practices to design and operationalize MTSS frameworks for young children. In J.J. Carta & R.M. Young (Eds.), *Multi-tiered systems of support for young children: Driving change in early education* (pp. 15-40). Baltimore, MD: Paul H. Brookes Publishing Co.

Integrated MTSS Service Delivery Model for Young Children

COLLABORATIVE TEAMS: Teachers, parents, paraprofessionals, therapists, other specialists, administrators.

DATA-BASED DECISION-MAKING; Gather the right kind of data to answer the questions posed at each part of the process.



FOUR STEP PROCESS: Strengths-based process; answer questions posed at each step of the process. Problem Identification, Problem Analysis, Implementation and Evaluation.

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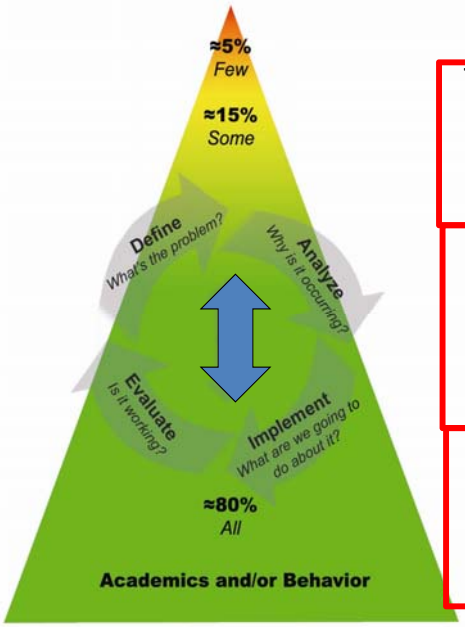
Integrated MTSS Service Delivery Model for Young Children



SOCIAL-EMOTIONAL-BEHAVIOR DOMAIN

Tier 3: Intensive Interventions: *Children who need individually-designed interventions. Often team conducts a Functional Behavior Assessment (FBA) and develops a written positive behavior support plan.*

Tier 2: Targeted Interventions: *Children who need more support in addition to school/program-wide positive behavior program and EBPs. May be "Standard Protocol" and/or individually-designed; may be supplemental curriculum or intensified Core.*

Tier 1: Responsive Relationships and Universal Instruction: *All children in all settings. School/program-wide positive behavior program and evidence-based core.*

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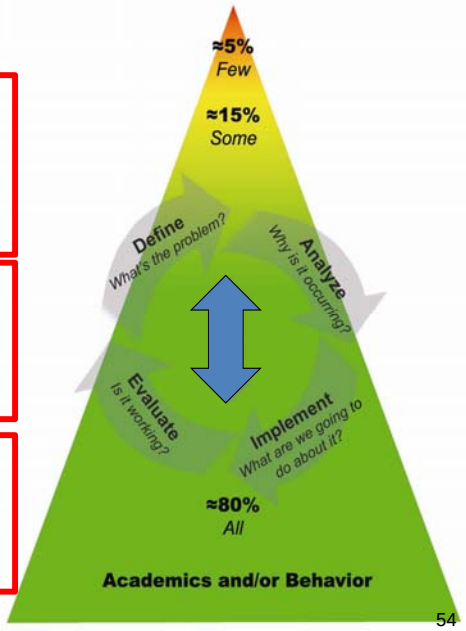
Integrated MTSS Service Delivery Model for Young Children

EARLY ACADEMIC DOMAIN and BEYOND

Tier 3: Comprehensive & Intensive: *Children who need individually–designed interventions. Consider learner characteristics, curricula, increasingly explicit instruction, materials, environment, and assessment practices.*

Tier 2: Strategic Interventions: *Children who need more support IN ADDITION to the core curriculum. May be "Standard Protocol" and/or individually-designed; may be supplemental curriculum or intensified Core.*

Tier 1: Core Curriculum: *Evidence-based comprehensive curricula, child-initiated, embedded and teacher-directed instruction, large group & small group and 1:1 opportunities.*



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Integrated Practices are Supported by Professional Associations

National Association of School Psychologists (NASP) PS on EC Services (2015) ; www.nasponline.org

Early childhood instruction includes specific learning goals across domains of development (e.g., social and emotional, motor, language and communication, cognitive, and early academics) to promote interactions, instruction, and interventions that are focused and intentional (Hemmeter, Ostrosky, & Fox, 2006).

Professional Association Support

NAEYC's DAP PS (2009); www.naeyc.org

All the domains of children's development and learning interrelate. For example, because social factors strongly influence cognitive development and academic competence—and the cognitive domain influences the social domain—teachers must foster learning and development in both, as well as in the emotional and physical domains.

Copple and Bredekamp, 2009

Professional Association Support

DEC's RPs (2014); www.dec-sped.org

Developmentally appropriate practices are the foundation of quality programs for all young children and families (NAEYC DAP PS, 2009).

Also, we believe that young children who have or are at risk for developmental delays/ disabilities often need more specialized practices that allow them to participate and engage meaningfully in their daily living routines and learning activities.

NCPMI

MTSS Service Delivery System: Grounded in Blended Practices Model

Builds on inclusion by combining "beliefs, values, traditions, practices, and even funds from multiple disciplines, sources, and perspectives to maximize our efforts in serving all young children"

Pretti-Frontczak, Grisham-Brown, & Sullivan, 2014, p. v.

Quality components of blended programs:

- Serve diverse children and families.
- Employ educators and other staff who are trained in both ECE and EI/ECSE.
- Combine fiscal, human, and program resources to address needs.
- Blend recommended practices from a number of disciplines across assessment and progress monitoring, curriculum, activities and routines, and teaching strategies to promote learning and development for all children.

Grisham-Brown et al., 2017; Grisham-Brown, Pretti-Frontczak, Bachman, Gannon, & Mitchell, 2014; Pretti-Frontczak et al., 2014.

Integrated MTSS Blended Practices: Children with and without Disabilities

NATHAN:

Receives EI (Part C)

- Before age 3: Case Study Evaluation (CSE) completed
- IEP developed: IEP team decides on blended ECE/ECSE program (Part B).

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Integrated MTSS Blended Practices: Children with and without Disabilities

- ECE/ECSE teacher and team deliver DAP CORE curriculum, instruction, and environment, Tier 2 S-E/B supports, and ECSE - individualized & embedded instruction - to meet goals; Monitor ECE and ECSE goal progress.
- SLP provides therapy seamlessly within classroom setting. Nathan and classmates engaged in DAP activities chosen to promote development of Nathan's IEP goals.

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Integrated MTSS Blended Practices: Children with and without Disabilities

- Data-based decision-making process used to determine progress in ECE (CORE and TIER 2) and ECSE, and when/how to increase or decrease intervention intensity level.
- At end of two years of ECE/ECSE, a kindergarten transition / AR meeting held. Decisions were made about how to meet Nathan's needs based on "single-point-in-time" and "progress-over-time" data, and other measures.

Young, R.M. (2019). Meeting the needs of young children with disabilities in a blended ECE and ECSE multi-tiered system of support In J.J. Carta & R.M. Young (Eds.), *Multi-tiered systems of support for young children: Driving change in early education* (pp. 193-214). Baltimore, MD: Paul H. Brookes Publishing Co.

Integrated/Blended MTSS Foundations

1. FOCUS SCHOOL/PROGRAM-LEVEL: Instructional Leadership Team (ILT) decides . .

- **Vision** ("What kind of organization do we want to be?", "What are our long-term goals for our families and children?"),
- **Mission** ("How will we get there?", "How will we see our vision come to fruition?"),
- **Purpose** ("Why do we exist?"),
- **Values** ("By which rules will we play?").

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Integrated/Blended MTSS Foundations

2. ENCOMPASSES ALL OTHER INITIATIVES

- **ILT links other initiatives** to integrated MTSS service delivery system.

3. GROUNDED IN CONTEMPORARY EVDENCE-BASED PRACTICES FOR ALL FAMILIES AND YOUNG CHILDREN

- **Families:** Engaged at all levels.
- **Curriculum/Instruction/Environment:** Explicit, active, multi-modal, interdisciplinary; then child-directed, inquiry-based learning & problem-based.

NCPMI

Integrated/Blended MTSS Foundations

4. DATA CULTURE: Decisions will be based on multi-modal, multi-trait, multi-source DATA

- **Data Integration:** Data reflect the relationship between early academic skills and social-emotional behaviors.

5. PROMOTE/PREVENT AND INTERVENE

- **Promote/Prevent:** Purposefully develop skills, knowledge and dispositions to P/P.
- **Intervention:** Decide on skills, knowledge, and dispositions that require intervention; intensity level and measure goal attainment.

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Integrated/Blended MTSS Frameworks: Challenges and Future Directions

1. Preparing leaders who have knowledge, skills, dispositions and experience in blended, integrated EC/ECSE/EI to lead MTSS for young children.

2. Creating an Instructional Leadership Team (ILT) that includes staff/faculty with the right content/disciplinary domain expertise.

3. Using this framework to build on the assets and meet the needs of children with delays and/or identified disabilities and their families.

NCPMI

Integrated/Blended MTSS Frameworks: Challenges and Future Directions

4. Collaborating with different teammates (e.g., school psychologist, SLPs) who have different orientations, licensing requirements, etc.

5. Arriving at consensus on how to apply this framework to learning targets in early academic areas and other domains/disciplines, and then scaling it up.

6. Applying this framework to ALL early care and education settings beyond public schools (e.g., Birth to Three, Head Start, child care, community early education, etc.).

Let's learn from current integrated/blended MTSS models and support development of future integrated MTSS frameworks to improve achievement of essential outcomes across all domains for families and young children!