

## **Vermont Early MTSS Program Inventory\***

Program Name: \_\_\_\_\_ Region: \_\_\_\_\_ Date: \_\_\_\_\_  
Team Members: \_\_\_\_\_  
Completed by: \_\_\_\_\_

### **Purpose of Early MTSS Program Inventory:**

The Vermont Early MTSS Program Inventory is to be used by Early Childhood programs (see Glossary) to:

- Assess their readiness and progress towards adopting the key components of Early MTSS,
- Develop an implementation plan so that Early MTSS initiatives are implemented with fidelity and are sustainable over time,
- Benefit the children and families enrolled in their program.

The Program Inventory is grounded in the science of implementation, which bridges the gap between evidenced-based practice (EBP) and high fidelity implementation of that practice. Program Leadership Teams, with support from their BBF councils and an Early MTSS System Coach, will track their progress on the stages of implementation (i.e., development or installation, implementation (initial and full) and sustainability). Activities related to sustainability are embedded throughout the Program Inventory so that they can be addressed throughout the project.

### **Inventory Key Components and Critical Elements:**

#### **I. Strong System Support**

Leadership Team Membership  
Leadership Team Functions  
Staff Commitment  
Supportive Systems

#### **II. Partnership & Collaboration**

Family Partnership  
Early Childhood Community Based Partners  
Transitions, including K-3 Transition

#### **III. Well-designed Professional Development**

Identification of Staff need  
Provision of Professional Development Supports  
Assessment of Learning and Implementation

#### **IV. Provision of High Quality and Responsive Learning Environments**

Social and Emotional Confidence and Competence  
Early Learning (Literacy) Confidence and Competence (NA)  
Early Learning (Numeracy) Confidence and Competence (NA)

#### **V. Comprehensive and Functional Assessment System**

Effective Problem Solving Process  
Data Based Decision Making  
Promotes Ongoing Improvement



### **\*Inventory Rating (Stages of Implementation):**

0. Not yet – activity is not currently part of the program’s implementation plan and/or program is exploring its adoption
1. Developing – program is currently accessing resources and developing a plan to implement this activity
2. Implementing – program is currently implementing activities as outlined in the Program Plan; program uses ongoing data in decision-making and utilizes its own and community resources to support implementation
3. Sustaining – Activity is fully implemented with fidelity, is an expectation of the program’s practice and embedded in program policies, is focused on effectiveness and makes adjustments to insure the activity’s responsiveness to program needs and its sustainability.

### **Directions for Use:**

The Program Inventory has been organized into five Key Components based on Vermont’s MTSS Field Guide). Each Component contains Critical Elements with accompanying activities that contribute to its success.

Over time, the Early MTSS Program Inventory is meant to be a self-assessment tool that can be completed by members of the program’s Leadership Team. Initially, the completion of the Early MTSS Program Inventory will be facilitated by an Early MTSS Systems Coach to support the program’s movement through the Inventory’s Implementation stages. Directions for using the Program Inventory are contained in the Early MTSS Program Inventory manual.

### **Acknowledgements**

The Early MTSS Program Inventory was adapted from the following sources:

Fox, L., Hemmeter, M.L., and Jack, S. (2010) Early Childhood Program-Wide PBIS Benchmarks of Quality, TACSEI

Metz, A. & Bartley, L. (2012). Active implementation frameworks for program success: How to use Implementation Science to improve outcomes for children. *Zero to Three*, pp. 11-18.

## **Glossary**

Behavioral expertise (#58) means expertise in guiding teams to develop and implement an individualized, developmentally-appropriate and functional plan for children with consistent challenging behaviors and their primary caregivers.

Crisis (now # 59) – is a situation that presents an immediate safety issue; a crisis exists when a child’s behavior is unpredictable and there is a risk for harm to the child or others and current resources are not sufficient to re-establish a safe environment without additional support.

High Expectations (# 47) is the belief that all children, regardless of their ability or circumstance, can reach their fullest developmental and functional potential. Early childhood practitioners encourage and scaffold every child’s ‘unique developmental and learning trajectory’ by providing ongoing access to learning opportunities that match and extend a child’s current skills.

Knowledgeable (# 48) refers to early childhood practitioners (e.g., teachers, home visitors) who have successfully completed Early MTSS trainings in current topic (e.g., social-emotional, early literacy and early numeracy).

Practice Coach is an individual who has successfully completed Early MTSS Practice Based Coach training in order to support the early childhood practitioner’s use of evidenced based practices, leading to positive outcomes for all children and their families. Practice based coaching is a cyclical process and occurs within a collaborative partnership between the coach and early childhood practitioner. (Fox, L. Snyder, P. & Hemmeter, M. L. (10/18/2013) Using Practice-Based Coaching to Ensure Fidelity of Implementation. Presentation at the Division of Early Childhood Conference. CA: San Francisco.)

Program means any early childhood setting serving infants, toddlers and/or preschoolers including, but not limited to community-based child care programs, private preschools, family child care homes, a single classroom in a Parent Child Center, or multiple early childhood sites operated by a school district, Head Start or Early Head Start. Early Childhood programs also include agencies that serve children through home visitation or consultation, including Early Head Start and Early Intervention.

Program Administrator is the individual (or individuals) responsible for planning, implementing, and evaluating an early childhood program. The administrator may have different role titles depending on the program type or sponsorship of the program. Titles include: director, site manager, administrator, program manager, early childhood coordinator, and principal.

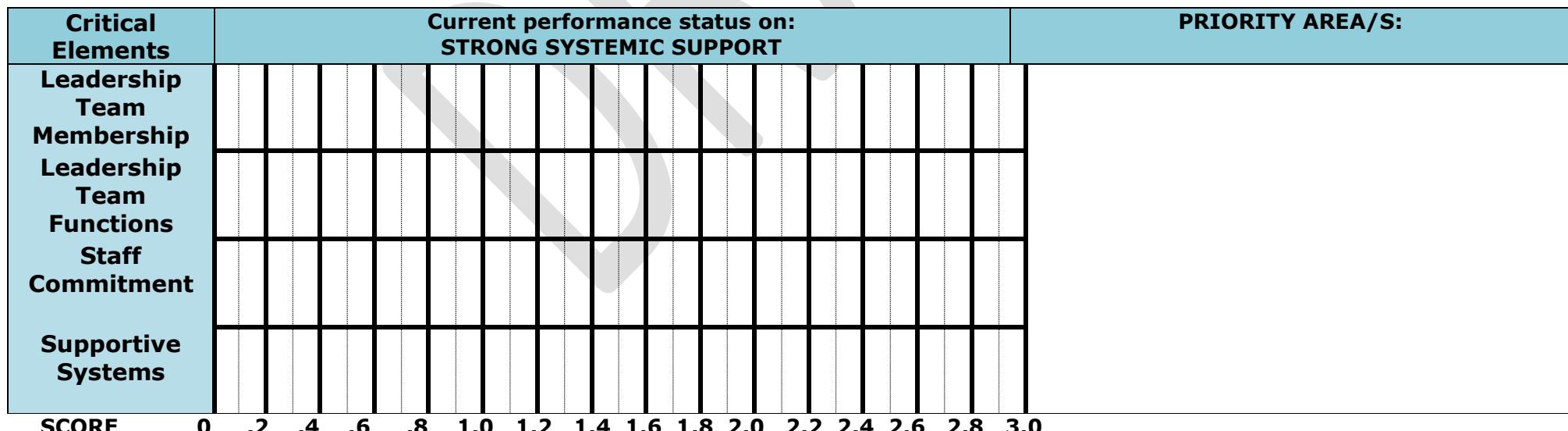
(Program Administrator Definition and Competencies, NAEYC, 2005)

System Coach (external) – provides dynamic support and facilitation to help build the internal capacity of early childhood program and regional BFF council leadership teams to implement the Vermont’s Early Multi-tiered System of Supports (VT Early MTSS).

<b>Critical Elements</b>	<b>Early MTSS Program Inventory</b>	<b>Check One*</b>				<b>Supporting Evidence</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>1. Strong Systemic Support</b>						
<b>Leadership Team Membership</b>	1. The program has a Leadership Team that, at a minimum has representation from the following: a. Teachers, b. Administrators, c. Parents, d. Coaching staff, e. Individuals with expertise in: social, emotional, and early learning supports. f. Additional team members might include teaching assistants, related service specialists/consultants, Board Member and/or other program personnel.					<b>Leadership Team Membership:</b>
	2. The Leadership Team has support from administration. An administrator attends meetings and trainings, is visibly supportive and is active in problem solving to ensure the implementation and success of the Early Multi-tiered System of Supports (Early MTSS).					
	<b>TOTALS</b>					<u>  </u> /7= <u>  </u> AVERAGE FOR CLUSTER
<b>Leadership Team Functions</b>	3. The Leadership Team has regular meetings, scheduled at least 1x per month (more often as required for effective implementation) for a minimum of 1 hour. Team member attendance is consistent. Team meetings are organized to be effective and efficient.					<b>Leadership Team Functions:</b>
	4. The Team develops an Implementation Plan and effectiveness based on a bi-annual review of the Early MTSS Program Inventory: a. Team develops a multi-year implementation plan that addresses each <u>critical element</u> and guides the work of the team. b. The team reviews the plan and updates their progress quarterly. c. Action steps are identified and reviewed to ensure continued progress of the plan d. Where appropriate the Early MTSS Implementation Plan be fully integrated into broader program improvement plans (e.g. QRIS)					
	<b>TOTALS</b>					<u>  </u> /9= <u>  </u> AVERAGE FOR CLUSTER
<b>Staff Commitment</b>	9. All staff agrees to participate in developing and implementing program wide Early MTSS to address the social, emotional and learning needs of <u>all</u> children.					<b>Staff Commitment:</b>

\*Rating: 0 – Not Yet; 1 – Developing; 2 –Implementing; 3 –Sustaining

<b>Critical Elements</b>	<b>Early MTSS Program Inventory</b>	<b>Check One*</b>				<b>Supporting Evidence</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
	10. Staff and Leadership Team develop and establish program-wide expectations with input from families that apply to both adults and children. These expectations are: a. Developmentally appropriate supporting the social, emotional and learning needs of all children; b. Functional in both home and classroom settings and staff assist families in the translation of these expectations to home; c. Shared in ways that are readily accessible to staff, families and children.					
	11. Staff is actively involved both formally and informally, in providing input and feedback throughout the implementation process (e.g., coffee break with the director, focus group, suggestion box, team discussions, etc.)					
	12. Staff and families are actively involved with providing input to the Leadership Team for the development of a clear program mission and vision statement, which is inclusive of Early MTSS.					
	<b>TOTALS</b>					<u>  /6=  AVERAGE FOR CLUSTER</u>
<b>Supportive Systems</b>	13. Program has written policies and procedures to guide their implementation of Early MTSS practices. 14. Program has well developed systems of communication that enhance effective collaboration and keep partners well informed. 15. The program has a coherent and comprehensive alignment of teacher learning opportunities with evidence-based practices. 16. The program has alignment between evidence-based practices and a comprehensive and functional assessment system.					<b>Supportive Systems:</b>
	<b>TOTALS</b>					<u>  /4=  AVERAGE FOR CLUSTER</u>

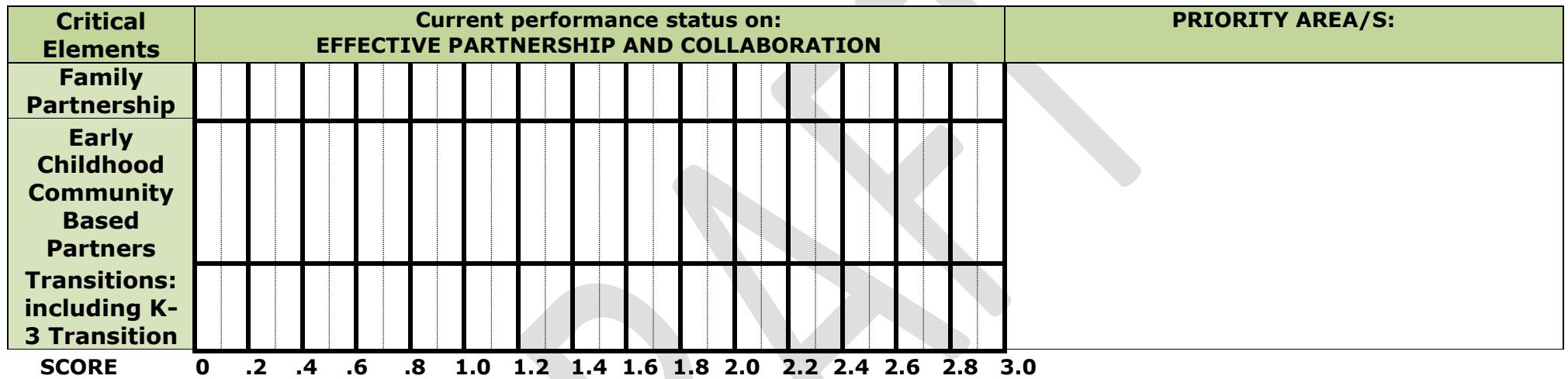


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<b>Critical Elements</b>	<b>Early MTSS Program Inventory</b>	<b>Check One*</b>				<b>Supporting Evidence</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>2. Effective Partnership and Collaboration</b>						
<b>Family Partnership</b>	17. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative.					<b>Family Partnerships:</b>
	18. Families are actively involved in providing input and feedback throughout the implementation process (e.g., coffee break with the director, focus group, suggestion box, etc.)					
	19. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.					
	20. Family involvement in Early MTSS is supported through a variety of mechanisms including home teaching suggestions, information on supporting child development, and the outcomes of the initiative. Information is shared through a variety of formats and is translated for non-English speaking families. (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events).					
	21. Program ensures involvement, including access to ongoing information and opportunities to participate in decision making, for all families & emphasizes the need for respect and support for diversity and cultural differences.					
	22. Staff Professional Development opportunities address how to involve and work effectively with families					
	23. Families are active participants in decision-making and planning for their children in a meaningful and proactive way. Families are considered equal partners in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.					
	<b>TOTALS</b>					<u>  </u> /7= <u>  </u> AVERAGE FOR CLUSTER
	24. Program actively participates in the regional Building Bright Futures Council.					<b>Early Childhood Community Based Partners:</b>
<b>Early Childhood Community Based Partners</b>	25. Program collaborates with other agencies to provide cross agency professional development activities					
	26. Program equitably serves children with diverse needs and abilities.					
	27. Program works together with other early childhood programs to support and, if possible, implement universal early childhood initiatives (e.g., universal screening activities, Strengthening Families initiative)					
	<b>TOTALS</b>					<u>  </u> /4= <u>  </u> AVERAGE FOR CLUSTER

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<b>Critical Elements</b>	<b>Early MTSS Program Inventory</b>	<b>Check One*</b>				<b>Supporting Evidence</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>Transitions: including K-3 Transition</b>	28. The Leadership Team, with input from staff and families, identifies successful practices, as well as challenges and barriers to smooth transitions and works to identify strategies to overcome challenges.					<u><b>Transitions: including K-3 Transition</b></u>
	29. Program participates in transition to K activities to support seamless child and family transitions					
<b>TOTALS</b>						<u>  </u> /2= <u>AVERAGE FOR CLUSTER</u>

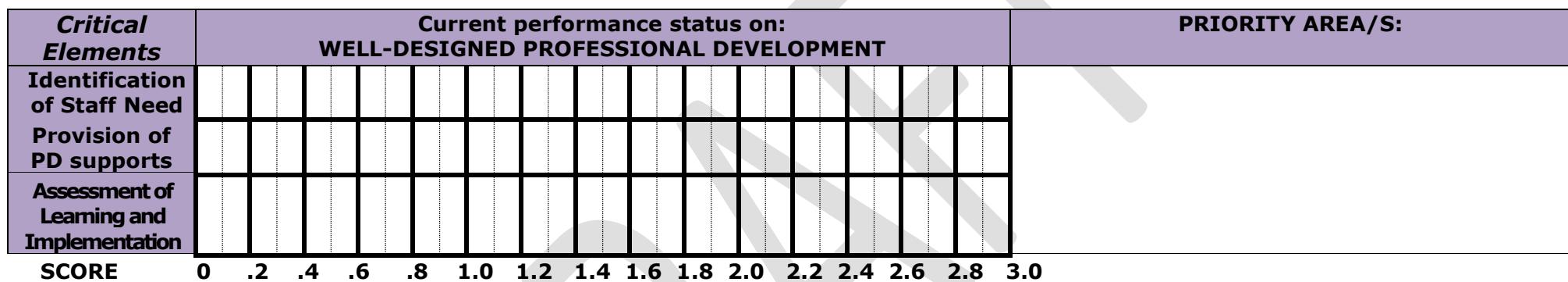


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<b>Critical Elements</b>	<b>Early MTSS Program Inventory</b>	<b>Check One*</b>				<b>Supporting Evidence</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
<b>3. Well-designed Professional Development</b>						
<b>Identification of Staff Need</b>	30. Individualized professional development plans are developed with all staff on an annual basis and reviewed periodically.					<b>Identification of Staff Need:</b>
	31. An initial and periodic needs assessment is conducted with staff to determine training needs on the adoption of the Early MTSS Model.					
	<b>TOTALS</b>					<u>  /2=  AVERAGE FOR CLUSTER</u>
<b>Provision of PD supports</b>	32. A Practice Coach is identified and supported by the program (e.g., resources are built into program budget) to participate in Early MTSS trainings and meetings and sustain the Early MTSS model.					<b>Provision of PD supports:</b>
	33. Leadership Team develops a plan for coaching, including a rationale for coaching and logistics (e.g. when, where, with whom)					
	34. A multi-year implementation plan is developed for each classroom/home visitor.					
	35. A plan for providing ongoing support and training on Early MTSS Model and practices is developed and implemented.					
	36. Group and individualized training strategies/supports are identified and implemented.					
	37. Plans for training new staff are identified and developed.					
	38. Staff responsible for facilitating behavior support processes are identified and trained in Early MTSS. This includes Mental Health consultation when necessary.					
	39. Professional Development learning opportunities address:					
	a. The role of families in implementation of early MTSS and					
	b. Are inclusive of all children with diverse needs and abilities.					
	<b>TOTALS</b>					<u>  /10=  AVERAGE FOR CLUSTER</u>
<b>Assessment of Learning and Implementation</b>	41. Evaluation and supervision processes promote critical reflection and professional learning for all staff.					<b>Assessment of Learning and Implementation:</b>
	42. Program administration arrange for ongoing support of and feedback to the program's practice coaches.					
	43. Practice coaches who are trained in reliable administration of measures conduct Pre and Post fidelity evaluations.					
	44. A data-driven coaching model is used to assist classroom/home-based staff with implementing Early MTSS practices to fidelity.					
	45. Coaches' use ongoing and multiple sources of data to provide feedback to practitioners.					
	46. All staff receive training and ongoing support in how to collect, interpret and use data on child's development and outcomes.					

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<b>Critical Elements</b>	<b>Early MTSS Program Inventory</b>	<b>Check One*</b>				<b>Supporting Evidence</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	
	47. Incentives and strategies for acknowledging staff PD accomplishments are identified.					<u><b>Assessment of Learning and Implementation (cont):</b></u>
	48. Programs continue to actively participate in the appropriate state PD agency to insure high quality programming (e.g., STARS, Northern Lights Registry, BFIS System, Children's Integrated Services, School District PD)					
	<b>TOTALS</b>					<u>  /8=  </u> <b>AVERAGE FOR CLUSTER</b>



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