



Making MTSS Happen: Realistic Implementation at the Secondary Level

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PRIME
PLANNING REALISTIC IMPLEMENTATION
AND MAINTENANCE BY EDUCATORS

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101: QUESTIONS SCHOOL ADMINISTRATORS CAN ASK TO SUPPORT SUSTAINED PRACTICE

How are questions related to sustained practice?

Administrators sustained practice questions across the school.

BIG IDEA

Effective questions can promote adoption and implementation of sustained practice.

QUESTIONS BY IMPLEMENTATION STAGE

Exploration

- How does this practice meet an impact?
- Do we already have a practice that is a use of that practice instead of adding?
- What resources (space, knowledge) are in the school, district, or community?
- Does this practice align with the culture?

Preparation

- Do the majority of future implementers know how to train the implementers?
- What is the plan for supporting implementation?
- Are adaptations needed to fit our school?
- What new resources are needed (time, money, staff)?
- How will we inform parents about this practice?

Implementation

- Is the practice being delivered with fidelity?
- Do implementers report the practice is the practice matching the students?
- What barriers are implementers experiencing?
- What funding or other resources will be needed?

Sustainment

- How are implementation and student learning being monitored?
- How is sustained practice use being supported?
- What can we do better next practice?
- What resources are needed to sustain the practice?
- How can we integrate practice support into existing systems?

What is a sustained practice?

Any academic, behavioral, or other curricular or intervention implemented consistently and comprehensively across time.

BIG IDEA #1:

When effective practices are sustained, students achieve better results, more quickly!

BIG IDEA #2:

Administrators can efficiently promote sustained practice by attending to process & context!

attend to PROCESS

Focus on a small number of new, needed practices.

- Map current practices and student needs to select priority new practices.
- Don't rush use.**
- Take time to prepare.**
- Build buy-in
- Adapt practice to your context
- Train all users
- Lead use of the practice.**
- Know about the practice
- Support staff using the practice
- Demonstrate your investment
- Persevere over time.**
- Continue supporting staff use
- Provide booster training
- Maintain through ups & downs

attend to CONTEXT

Adapt to community.

- Tap into local resources
- Make logistical & cultural adaptations to the practice and plan to reflect the community.
- Don't go it alone.**
- Engage others in district.**
- Build collaborative coalitions with other leaders
- Learn from others' experience
- Create a climate of sustained practice.**
- Celebrate sustained practice
- Acknowledge challenges, and problem solve
- Listen to implementers.**
- Recognize their expertise and efforts
- Remove competing demands
- Address concerns

SUSTAIN COLLABORATIVE

101: IMPLEMENTATION LEADERSHIP

School leaders impact the implementation climate and make it easier or more challenging for educators to sustain practice.

Empowering school leaders to engage in implementation leadership behaviors can be an efficient way to improve sustained practice across the school.

BIG IDEA

With their leadership skills, principals can influence a number of implementation behaviors that influence sustained practice.

FOCUS ON LEADERSHIP BEHAVIORS

Principals must be knowledgeable about each practice and how practices influence and interact with one another and the instructional curriculum.

Principals must recognize and reward educators' practice implementation efforts; this requires having a method for monitoring implementation efforts across time.

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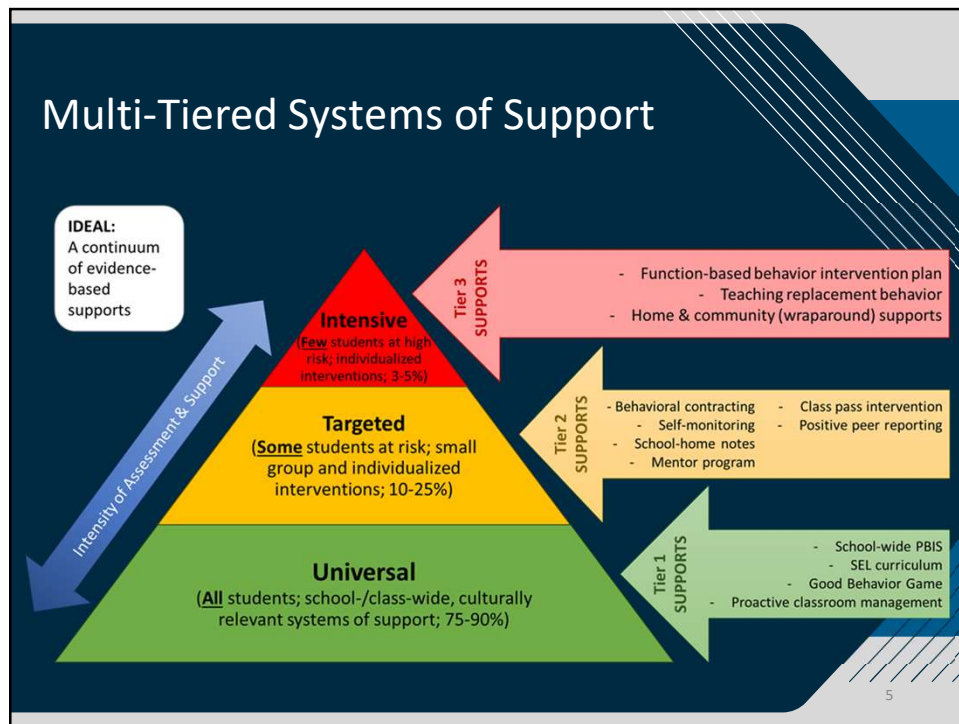
Learning Objectives

Participants of this session will be able to...

- Review the tiered MTSS model
- Learn tips for making successful MTSS happen
 - Apply strategies to work effectively as a team
 - Focus on the main initiative
 - Make feasible adjustments to existing programs
 - Learn how to better support your educators
 - Develop school-wide systems for data collection and review
- Plan clear next steps

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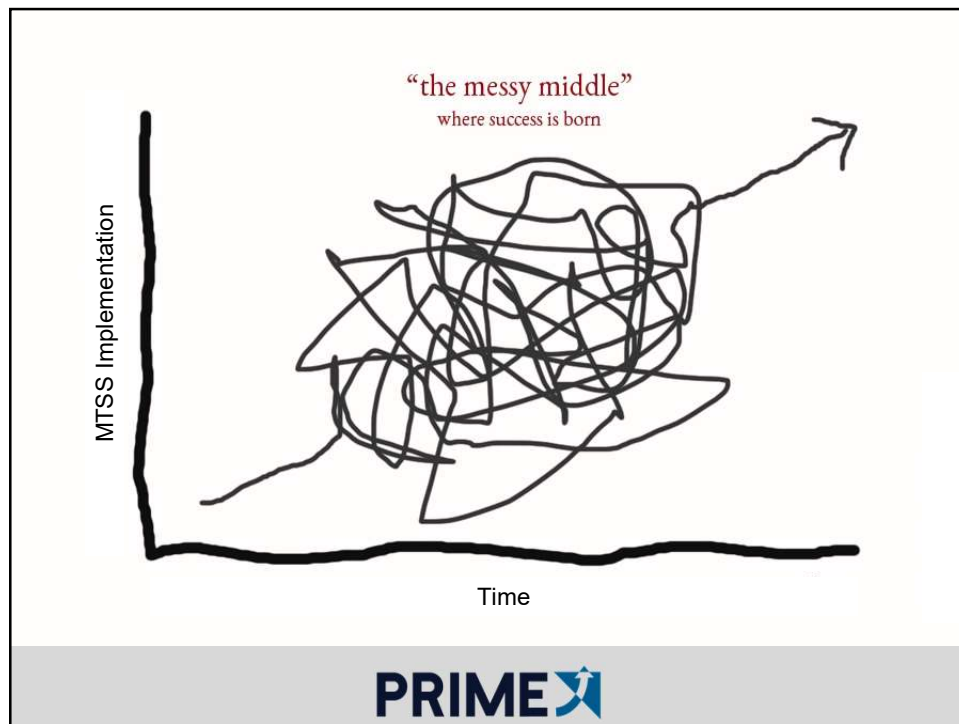
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To Do in Messy Middle

- ✓ Work as a team
- ✓ Focus on the main thing (& get rid of extras)
- ✓ Manage logistics
- ✓ Support educators
- ✓ Review data

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BIG IDEA:

When team meetings run effectively and efficiently, they can support sustained practice.

EFFECTIVE TEAM MEETINGS INVOLVE...

CLEAR STRUCTURE

- Have consistent meeting logistics (e.g., time, place)
- Provide agenda in advance
- Take meeting notes
- Provide notes to all post meeting
- Assign role to each team member



DEFINED PURPOSE

- Be explicit about the purpose of team efforts
- Keep discussion focused on agenda items
- Share explicit goal(s) for each meeting at beginning



EFFECTIVE COMMUNICATION

- Foster open communication
- Ensure all contribute
- Test for consensus
- Summarize and validate all contributions



DATA USE

- Review and analyze relevant data
- Engage in data-driven problem-solving
- Use data to reflect on teaming process & outcomes



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Build Your Teams

- MTSS cannot be managed by an individual
- Teams reflects the systems-level of this work and appropriately distributes the roles and responsibilities.
- Consider:
 - Team members
 - Responsibilities
 - Structure
 - Data

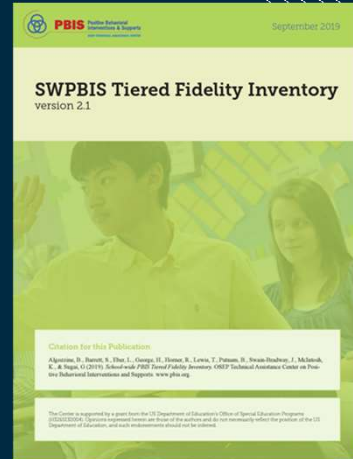
(Burns et al., 2008; Burns & Symington, 2002; Horner et al., 2018)

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SWPBIS Tiered Fidelity Inventory

- Assessment tool used to evaluate the extent to which a school is providing the core features of PBIS
- Divided into three sections to assess across tiers, can be used alone or in combination
- **Goal:** collect data to inform changes and increase intervention fidelity



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Tier 1: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory.

Feature	Possible Data Sources	Scoring Criteria
1.1 Team Composition: Tier 1 team includes a Tier 1 system coordinator, a school administrator, a family member, and individuals able to provide up applied behavioral expertise, for coaching expertise, for knowledge of student academic and behavior patterns, for knowledge about the operations of the school across grade levels and programs, and for high schools, for student representation.	<ul style="list-style-type: none"> School organizational chart Tier 1 team meeting minutes 	<p>0 = Tier 1 team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise</p> <p>1 = Tier 1 team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier 1 team exists with coordinator, administrator, administrative authority, or multi-agency support (e.g., person centered planning, wraparound, RESNAP) expertise, for knowledge of students, and for knowledge about the operations of the school across grade levels and programs</p>
1.2 Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier 1 team meeting agendas and minutes Tier 1 meeting roles descriptions Tier 1 action plan 	<p>0 = Tier 1 team does not meet monthly and has no regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier 1 team meets at least monthly and has at least 3 of the 4 features</p> <p>2 = Tier 1 team meets at least monthly and has all 4 features</p>

Scoring Criteria: 0=Not implemented, 1=Partially implemented, 2=Fully implemented

Tier 2: Targeted SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory.

Feature	Possible Data Sources	Scoring Criteria
2.1 Team Composition: Tier 2, for combined Tier 2 & 3 team includes a Tier 2 system coordinator and individuals able to provide up applied behavioral expertise, for administrative authority, for knowledge of students, and for knowledge about operation of school across grade levels and programs.	<ul style="list-style-type: none"> School organizational chart Tier 2 team meeting minutes 	<p>0 = Tier 2 team does not exist or does not include coordinator or individuals with all 4 areas of expertise, AND attendance of these members is at or below 80%</p> <p>1 = Tier 2 team exists, but does not include all identified roles or attendance of these members is below 80%</p> <p>2 = Tier 2 team exists with coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%</p>
2.2 Team Operating Procedures: Tier 2 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	<ul style="list-style-type: none"> Tier 2 team meeting agendas and minutes Tier 2 meeting roles descriptions Tier 2 action plan 	<p>0 = Tier 2 team does not meet monthly and has no regular meeting format/agenda, minutes, defined roles, or a current action plan</p> <p>1 = Tier 2 team meets at least monthly and has at least 3 of the 4 features</p> <p>2 = Tier 2 team meets at least monthly and has all 4 features</p>

Scoring Criteria: 0=Not implemented, 1=Partially implemented, 2=Fully implemented

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Build Team - Team Members

Expertise Required:

- Applied behavioral expertise
- Academic expertise
- Data-based decision-making expertise
- Knowledge of school across grade levels

Roles Required:

- Facilitator
- Minute taker
- Timekeeper
- Data analyst
- Communication liaison
- Family liaison
- Administrator

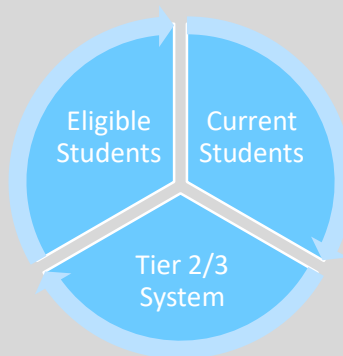
(Burns et al., 2008; Burns & Symington, 2002; Horner et al., 2018)

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Build Team – Responsibilities

- Review data sources
- Identify eligible students
- Match to intervention



- Graph & review student outcome and fidelity data
- Make data-based decisions
- Communicate with stakeholders

- Review Tier 2/3 utilization
- Use data to update Tier 1 instruction
- Support material development
- Review training needs

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Build Team – Structures

- Meet weekly for sufficient duration
- Data prepped ahead for each meeting
- Meeting agenda and regular structure
- Meeting minutes
- Action plan

(Burns et al., 2008; Burns & Symington, 2002; Horner et al., 2018)



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Action Plan

Date	Action Item	Person Responsible?	Timeframe?	Current Status
Date action item is initially discussed	What specific, discrete task needs to be done?	Who will complete the task?	When is the task due?	In progress? Completed?

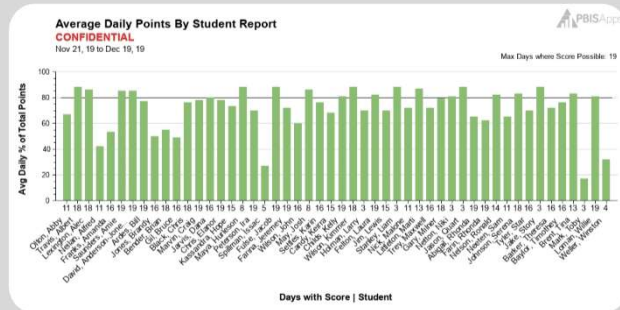


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Build Team - Data

- Review Tier 2/3 eligibility
- Monitor students currently in Tier 2/3 interventions
- Implementation fidelity data

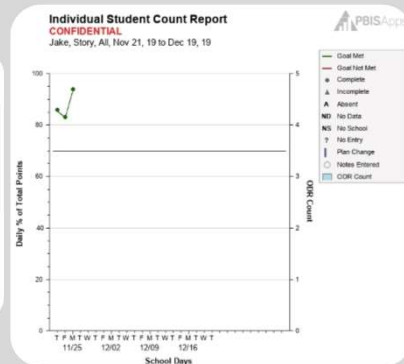
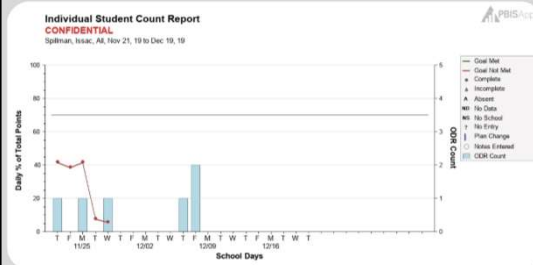


(Burns et al., 2008; Burns & Symington, 2002; Horner et al., 2018)



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To Do in Messy Middle

- ✓ Work as a team
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Let's juggle too many projects.



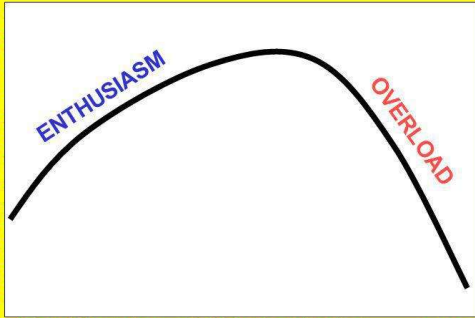
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The Law of Initiative Fatigue




Time, Resources, and Focus Available for the New Initiative

ENTHUSIASM

OVERLOAD

Total Number of Old, Continuing, Pending, and New Initiatives = BURNOUT


Dr. Douglas Reeves, Standards and Assessment Conference 2005
www.makingstandardswork.com

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**RESOURCE MAPPING INVOLVES
MAKING A LIST OF...**




PRACTICES

- What skills/issues are addressed?
- How many students are served? What grades?
- Is it evidence-based? Is it effective in your setting?
- Are people trained to implement? What materials are needed?




PEOPLE

- Who is available?
- When are they available?
- What are they trained in?



ASSETS

- What programs/services/funding are available in the school and community?
- How can these resources be utilized by the school?

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- What's going well? How can we support these practices to happen more consistently?
- What can we drop?
- What are the (very few) practices that we *need*?

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MTSS Practice Inventory

Practice	Student Need Targeted	Evidence-Based?	Entry Criteria	Exit Criteria	Data to Monitor Progress	Data to Monitor Fidelity
Check-in Check-out	Mild to moderate behavioral concerns (Tier 2)	Yes	5-10 office discipline referrals	Student has reached individual goal for behavior reduction	Daily behavior report card (DBR card)	Fidelity checklist on DBR card

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De-implementation is a process of removing ineffective practices to make space for sustaining more impactful practices.

It's complicated.

Stopping a practice requires a lot of planning. Think about communicating with educators, students & families, adjusting/removing materials, getting new resources, and re-training implementers on more impactful practices.

Make the case!

Build consensus and buy-in for making the change - focus on student outcomes and avoiding initiative overload! No one wants too much to do.



Change doesn't happen over night.

De-implementation happens over time. Make a plan to build consensus, reduce/remove ineffective practices systematically, and provide support for educators to sustain effective practices.

It's NOT failure.

It's important we continue to learn and adjust to best support our schools! Adopt a growth mindset and build a positive implementation climate that encourages learning and expects change over time.

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Logistics in Secondary Schools are Complicated!

- Making time for intervention
- Staffing intervention groups
- Finding space to meet
- Departmentalized nature of secondary schools

...And more!!!

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Some Recommendations...

- Strengthen core instruction to reduce the need for intervention

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101: TIER 1 IMPLEMENTATION


I'm busy - why should I focus on Tier 1?

- Tier 1 is the general curricula that all students access; having a robust, high-quality Tier 1 is our best chance to efficiently and effectively support students.
- We can't set it and forget it - Tier 1 needs to be responsive to students and implemented with fidelity to make a difference.



BIG IDEA:

Invest in supporting educators to fully implement high-quality Tier 1 academic & behavioral practices.



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Some Recommendations...

- Strengthen core instruction to reduce the need for intervention
- Adjust the master schedule to create a dedicated period of time for intervention/enrichment
- Have longer periods include intervention blocks

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MTSS in Practice: Intervention/Enrichment and Lunch Block



Half-Time


Batesburg-Lee High School in South Carolina's Lexington County School District Three is a small, rural school with about 560 students. The school divides a 50-minute lunch period into two halves; together, this block is called Half-Time. Students eat lunch during one 25-minute half and receive Tier 2 support as needed during the other half from teachers, who hold office hours on specific days of the week. Batesburg-Lee's High School's schedule can be found in Appendix A.



Power Hour

In 2014 the principal of West Port High School in Ocala, Florida described how his school used the transition time involved in holding three separate lunches, plus five extra minutes before and after school, to create a "Power Hour." During this hour-long period, all of the school's 2,000 students and its teachers ate lunch and participated in their choice of activities, from making up work to taking extra online courses, forming AP study sessions, and engaging in cocurricular activities. By the end of the first school year with this Power Hour, the school's course failure rate dropped from 37% to 3.8%, cocurricular engagement rose from 10% of students to 60%, and the number of disciplinary referrals was cut in half. The principal attributed this rearrangement of time to not only higher performance, but also a more positive school climate (Ellspermann, 2014).


Note: A 50-minute period called ALPHA Time has replaced Power Hour in the school's current schedule, but the function is the same. A 29-minute School Improvement Time has also been added to the schedule on Thursdays and Fridays. West Port High School's current schedule can be found in Appendix A.



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MTSS in Practice: Partitioning Instructional Time to Include Intervention



Below is an example of how teachers might set aside time for small group intervention in a 70-minute block.

5 minutes	Bell work on the current learning target as students settle into class
33 minutes	Direct instruction for all students
5 minutes	Formative assessment
7 minutes	Teacher reviews formative assessments and identifies those who mastered learning targets and those who need reteaching, as well as specific concepts for reteaching.
20 minutes	Reteach identified concepts to students not meeting learning targets on the formative assessment. Students who met learning targets work on an interdisciplinary stretch project, collaboratively or independently.

Adapted from Brundage, Hardcastle, Justice, and Jenkins (2016), page 40.



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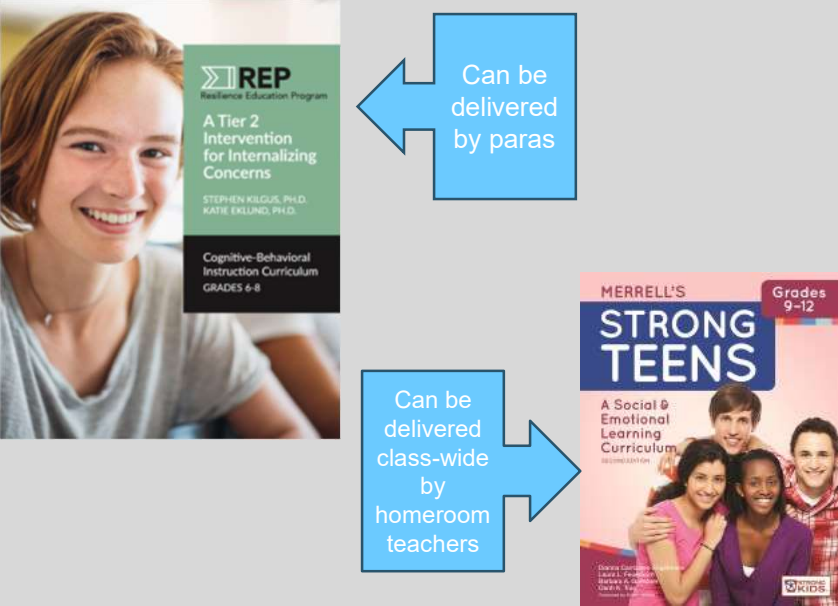
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Some Recommendations...

- Who can provide additional interventions?
Probably more folks than you think!
- What supports do educators need to be prepared to do so?

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The diagram illustrates two educational resources and their delivery methods:

- Left Resource:** A book cover for "REP Resilience Education Program: A Tier 2 Intervention for Internalizing Concerns" by Stephen Kilgus, Ph.D. and Katie Eklund, Ph.D. It is a Cognitive-Behavioral Instruction Curriculum for Grades 6-8. A blue arrow points to it with the text "Can be delivered by paras".
- Right Resource:** A book cover for "MERRELL'S STRONG TEENS: A Social & Emotional Learning Curriculum" for Grades 9-12. It features a group of diverse teenagers. A blue arrow points to it with the text "Can be delivered class-wide by homeroom teachers".

At the bottom center is the **PRIME** logo, and at the bottom right is the number 36.

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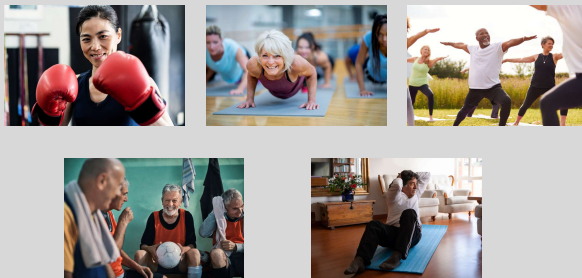
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When effective practices are fully implemented, students achieve better results, more quickly!



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Let's Break It Down



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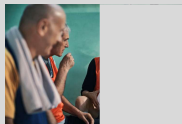
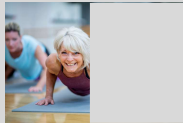
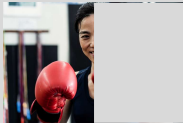
Let's Break It Down



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Let's Break It Down



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Let's Break It Down



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Most educators - like most people! –
struggle to integrate a new practice into their
existing routines.

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SO, WHAT DOES IT MEAN TO IMPLEMENT WITH FIDELITY?


		
Deliver all components of a practice,	in an enthusiastic and responsive manner,	for the fully recommended time
ADHERENCE	QUALITY	EXPOSURE
The teacher reviewed 5 of the 8 parts of the reading lesson	The teacher's instruction was positive, smooth, and responded to students' interests and needs	Reading instruction occurred for 12 min (recommended time was 20 min)

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Even after high-quality training,
fidelity tends to drop within *10 days*.

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Your Role = Lead Use of MTSS

- Know about MTSS
- Support staff using MTSS
- Demonstrate your investment in MTSS

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Provide Training and Support for New Practices

- Provide ongoing [training](#)
- Encourage [adjustments](#) to intervention plans that make them more feasible (while keeping intervention intact)
- Support teachers in gaining [materials and skills](#) needed to implement the intervention
- Provide [rationale](#) for interventions so implementers know why they are important

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101: PROVIDING HIGH-QUALITY TRAINING


Don't educators know enough to deliver practices without training?

Educators know a TON! But:

- Starting a new practice is difficult.
- Training can increase confidence and readiness to implement.
- Without training, new practices are unlikely to happen in the classroom.


BIG IDEA:
High-quality training is the FOUNDATION for successful implementation.

SO, WHAT DOES IT MEAN TO PROVIDE HIGH-QUALITY TRAINING?




Explain

Describing the practice and the theory helps the educator understand the purpose and need for each practice component.



Model

Demonstrating the practice helps the educator develop knowledge about what each practice component and what it should look like.



Rehearse & Feedback

Having the educator rehearse the practice - first with support and then independently - and providing feedback can increase preparation and confidence.

Make sure to provide ongoing support!
High-quality training is just the start - follow up with educators as they apply the practice in their classroom.


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101: SORTING TRAINING MYTHS & REALITY

MYTH	REALITY
<p>Educators don't need training. Just shoot them an email with the info!</p>	<p>An email is no substitute for high-quality training! Written materials aren't enough to prepare educators for sustained practice.</p>
<p>High-quality training involves talking through a new practice!</p>	<p>Training should include talking about a practice AND modeling what it looks like AND time for the educator to practice and receive feedback.</p>
<p>After educators attend a training, they can be expected to implement a new practice!</p>	<p>Training is a critical foundation, but it's just a start! Most educators need ongoing support - even after training.</p>

BIG IDEA
High-quality training is foundational implementation support for educators.

Credit: Peak & Severt (2022). Sustaining practice 101: Sorting training myths & reality. Sustain Collaborative.
www.sustaincollaborative.org



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101: MOVING AWAY FROM ONE-SIZE-FITS-ALL SUPPORT

We provided implementation training - now what?

High-quality training is a foundation for sustained practice - but it's just the first step.

- Even after training, most educators' fidelity decreases within 2 weeks.
- Educators need ongoing support to sustain practices and promote student outcomes.

BIG IDEA:
Just like students - educators need different supports to be successful.

SO, HOW CAN WE SUPPORT EDUCATORS' IMPLEMENTATION BETTER?

✓ FOCUS ON FUNDAMENTALS

- Ensure high-quality training actually happened.
- Adapt practices to improve fit context and community.
- Proactively plan for logistics & potential barriers.

✓ BE RESPONSIVE

- Meet educators where they are.
- For any practice, some educators will need brief added supports (e.g., prompts, modeling) & others will need more intensive support (e.g., coaching).

✓ REDUCE BARRIERS

- Ask what barriers exist then align support to address those. If knowledge is a barrier, provide booster training. If materials are not available, provide them.

✓ BE EFFICIENT

- Use data to identify which educators need more support.
- Use data to inform the support provided (e.g., motivation, skill).
- Identify support materials to reuse for common barriers.

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101: BEST PRACTICES IN COACHING


What's all the fuss about coaching?

Coaching can help most educators learn and sustain new practices. It's a critical strategy for facilitating change in schools.

But coaching can look very different - and it's not all effective. How it happens and what it entails really matters.

SO, WHAT ARE BEST PRACTICES IN COACHING?


- Targeted - has a clear goal or purpose that is the focus of all coaching activities
- Tailored - individualized to the educator's needs, skills, and context
- Timely - occurs regularly over an extended period of time



- Data-driven - utilizes data to systematically build skills, reflect on growth, and provide feedback
- Training - includes direct training, modeling, practice, and feedback in the educator's classroom

BIG IDEA
High-quality coaching is worth the investment to sustain practices.

Credit: Peak & Severt (2022). Sustaining practice 101: Moving away from one-size-fits-all support. Sustain Collaborative.
www.sustaincollaborative.org



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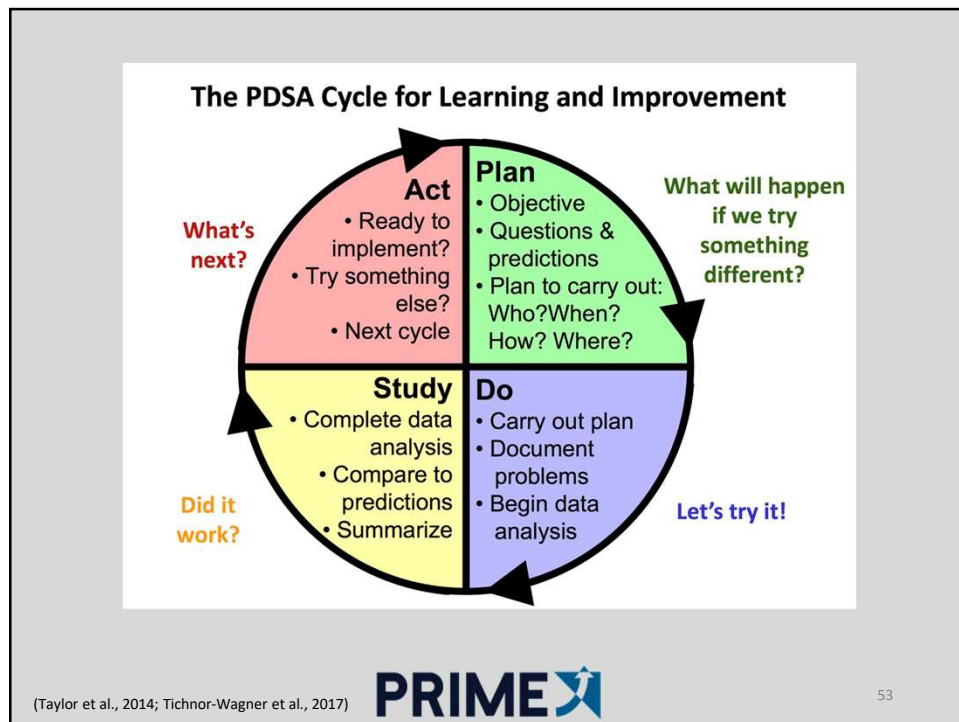
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To Do in Messy Middle

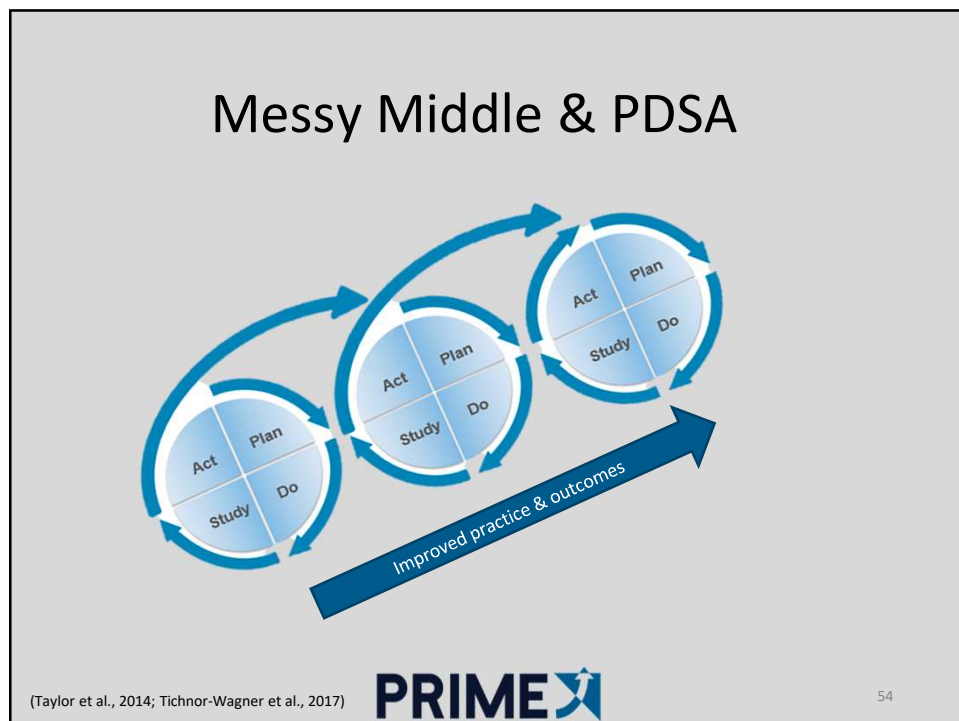
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Fine. Go ahead. Ask me
for real data.

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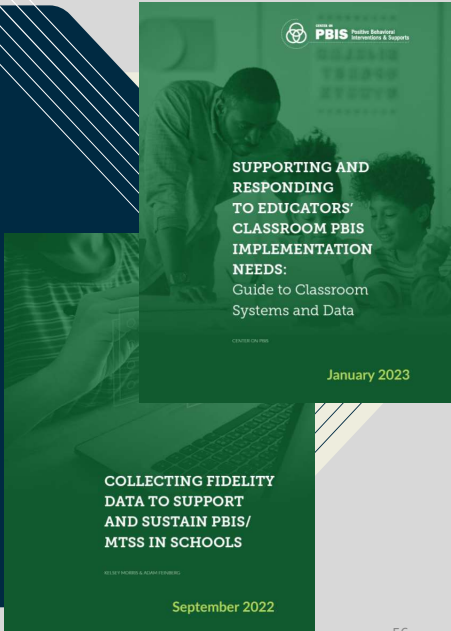
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Develop System for Data Collection and Review

1. Establish data collection systems across all 3 tiers
 - a. Student outcome data
 - b. Implementation data
2. Set a schedule for data review



SUPPORTING AND RESPONDING TO EDUCATORS' CLASSROOM PBIS IMPLEMENTATION NEEDS:
Guide to Classroom Systems and Data
January 2023

COLLECTING FIDELITY DATA TO SUPPORT AND SUSTAIN PBIS/ MTSS IN SCHOOLS
September 2022

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Student Outcomes Data Collection Plan Checklist

- ✓ Progress monitoring measure
- ✓ Data collection timing / frequency and person responsible determined
- ✓ Intervention goal
- ✓ Database for data entry
- ✓ Graphing capabilities
- ✓ Data review and sharing timing determined

(Clemens et al., 2016; Jimerson et al., 2016; Kilgus & von der Embse, 2019; Lane et al., 2014; Shapiro & Guard, 2014; Shinn, 2007)



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Intervention Fidelity Data Collection Plan Checklist

- ✓ Intervention fidelity data collection form
- ✓ Data collection timing / frequency and person responsible determined (and trained!)
- ✓ Database for data entry
- ✓ Graphing capabilities
- ✓ Data review and sharing timing determined

(Sanetti & Collier-Meek, 2019)



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Bring Together Intervention Fidelity & Student Outcome Data

		Student Outcome Data	
		On Track to Meet Goal	Not On Track to Meet Goal
Intervention Fidelity Data	Sufficient	Intervention is effective!	Intervention isn't a good fit
	Insufficient	Unclear, look into issue	Promote intervention fidelity

(Sanetti & Collier-Meek, 2019)



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MTSS - BIG IDEAS

1. Focus on high-quality supports for ALL (aka **prevention**)
2. Be **responsive** when challenges arise (or seem like they might!)
3. Be systematic - save time, energy, and resources by **building systems**

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To Do in Messy Middle

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- ✓ Focus on the main thing (& get rid of extras)
- ✓ Manage logistics
- ✓ Support educators
- ✓ Review data

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Get support with sustained practice.

We're a [funded](#) research team from [UConn](#) and [Columbia University](#) helping K-5 teachers to deliver evidence-based behavior interventions for students demonstrating challenging behavior.

Reach Out for More Information

PRIME 
PLANNING REALISTIC IMPLEMENTATION
AND MAINTENANCE BY EDUCATORS



Are you a K-5 teacher?



Do you have a student in your classroom presenting with mild to moderate behavioral challenges?



Are you interested in receiving consultative support to effectively implement a behavior plan for the student?

prime@uconn.edu

<https://www.sustaincollaborative.org/prime2-recruitment>

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