

MID-ATLANTIC PBIS NETWORK

MTSS: Proactively Shaping for "New Normal"

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PURPOSE

Set MTSS FOUNDATION for preparing students, family members, & educators for smooth return to classrooms & enhancing academic, social, & behavioral progress.

What is MTSS & its essential features?

How can MTSS framework facilitate student ENGAGEMENT & RELATIONSHIP development, & academic, social, & behavioral success for all students?

What should be considered in developing & implementing MTSS-based ACTION PLAN & SCHEDULE?

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Work as MTSS Team

Teachers, Coaches & Coordinators, Student Services, Administrators, Students & Families, Others

My Objectives

- RATIONALE for MTSS framework for current & future planning
- Present working GUIDELINES to enhance effectiveness, efficiency, & relevance of action planning
- Provide common WORKING BASE for utilizing specialized session content

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TWO ESSENTIAL OUTCOME CONSIDERATIONS

1. Continuum of Support for ALL

2. Outcomes x Data x Practices x Systems

Intensive, Targeted, Universal, Few, Some, All

If you remember nothing else....

Supporting Important Culturally Equitable Academic & Social Behavior Competence

Supporting Culturally Knowledgeable Staff Behavior

Supporting Culturally Valid Decision Making

Supporting Culturally Relevant Evidence-based Interventions

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"New Normal"

Physical & mental health care, Leisure & recreation, Education, Housing & transportation, Etc., Federal & state leadership, Employment, business, & commerce

Covid-19 BEFORE During After

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BASELINE PHASE
On-going supports for fidelity implementation of evidence-based practices

- Achievement & opportunity gaps
- Reactive discipline
- Discrimination by race, ethnicity, disability, etc.
- Bullying & harassment
- Antisocial behavior
- School, family, & community gun violence
- Non-scientific decision making
- Negative classroom & school climate
- Mental illness
- Substance abuse & addiction
- Organizational inefficiency

PHASE CHANGE
Covid-19 pandemic: illness, death, disruption & trauma

- Unemployment
- Homelessness
- Hunger & poverty
- Mental & physical illness
- Discrimination & harassment
- Domestic violence & child abuse
- Family disruption & change
- Achievement loss

CONTEXT FOR ACTION

"NEW NORMAL" PHASE
Re-calibration & renovation of school organization & functioning

- EDUCATION
- Employment
- Business & commerce
- Family structure & functioning
- Recreation leisure
- Housing & transportation
- Medical & mental health care
- Public assistance
- Federal & state leadership

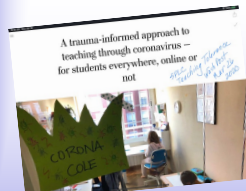
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Trauma-Informed Approach


SPLC Teaching Tolerance Project (Strauss, 26 Mar WashPost)



- Establish predictable **ROUTINES** & clear communications
- Actively **(RE)ENGAGE** to establish **RELATIONSHIP** & well-being
- Maintain sense of **SAFETY** through positive connections, optimism, **ENGAGEMENTS**, & **RELATIONSHIPS**
- Consider **ALL** (students & family & school members) from **MTSS** perspective
- **MODEL**, **prompt**, & **REINFORCE** all above

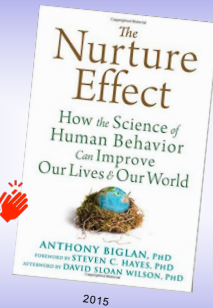
www.Tolerance.org

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www.pbis.org

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2015

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Implementation Consideration

| Risk Factors | Vs | Protective Factors |
|---------------------|--------------------------------------|------------------------|
| Mental illness | E x a m p l e s | Academic competence |
| Disability | | Healthy habits |
| Substance Use | | Interpersonal skills |
| Antisocial behavior | | Self-management skills |

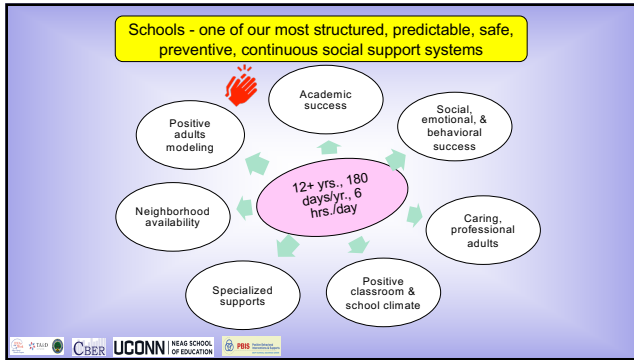
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Implementation Consideration

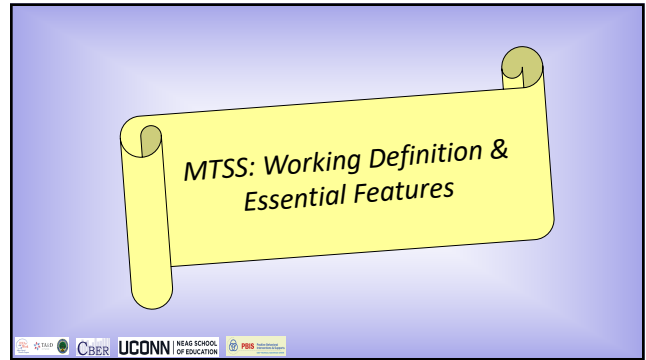
| INEFFECTIVE RESPONSE | Risk Enhancers | Vs | Protective Factors | EFFECTIVE RESPONSE |
|--|--|--------------------------------------|---|---|
| <ul style="list-style-type: none"> • Reactive management • Exclusion, segregation, isolation • Train & hope • Non-evidence-based practices • Subjective decision making • Low quality implementation of evidence-based practices • 1-time training events | <ul style="list-style-type: none"> • Trauma • Negative modelling • Family, school, community disruption • Discrimination | E x a m p l e s | <ul style="list-style-type: none"> • Academic competence • Healthy habits • Interpersonal skills • Self-management skills | <ul style="list-style-type: none"> • Trauma-informed decision making • Prevention-based behavioral sciences • Tiered support systems • Data-based decision-making teaming • Continuous coached professional development • High fidelity implementation • Proactive, competent, informed leadership |

MTSS & Trauma-informed

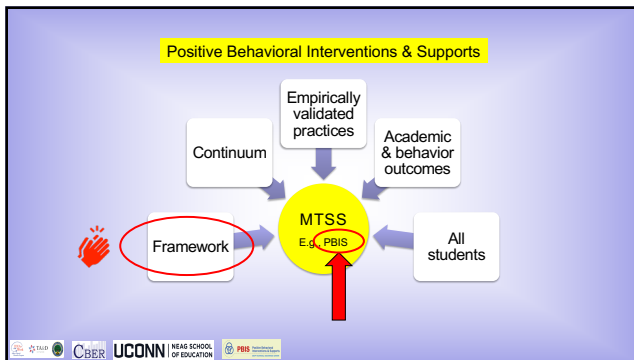
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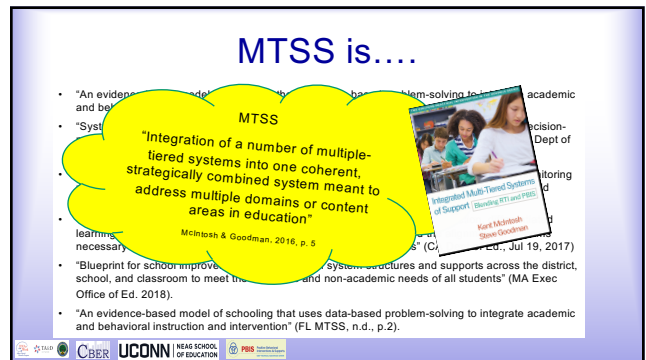
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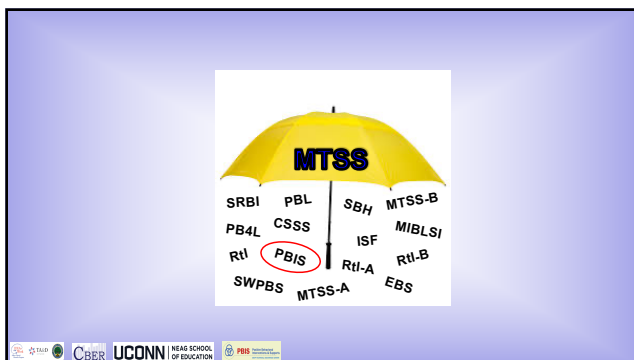
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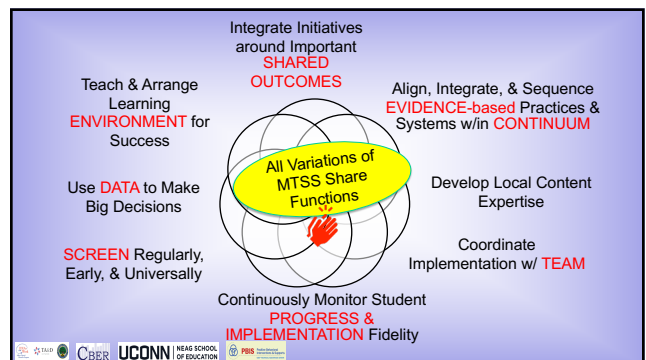
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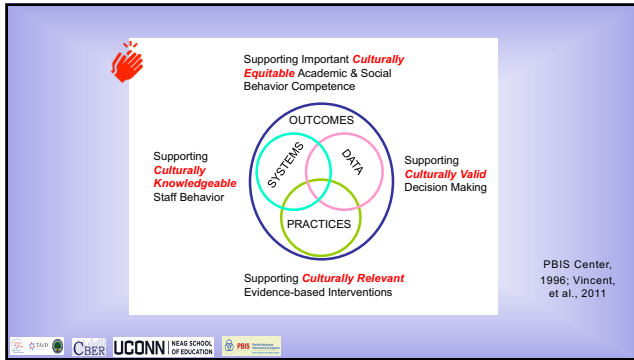
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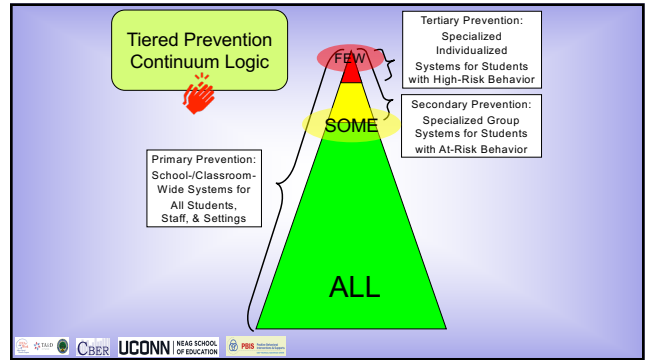
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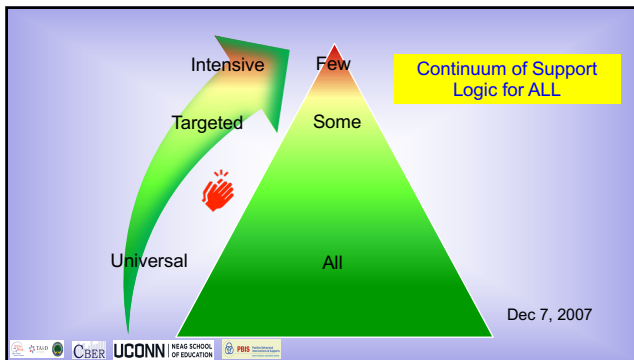
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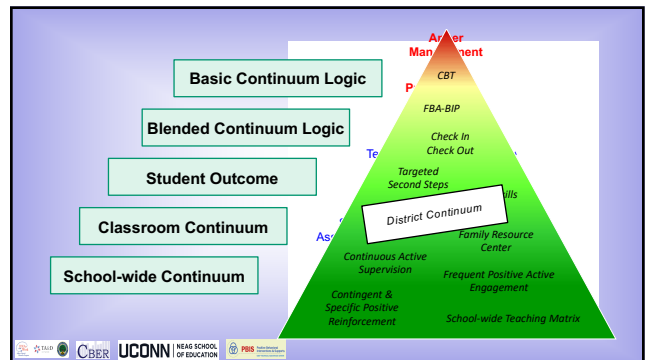
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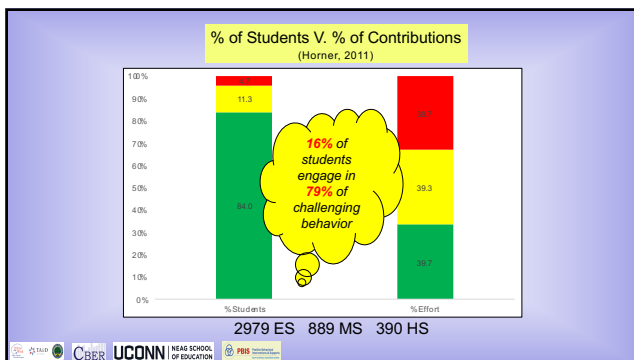
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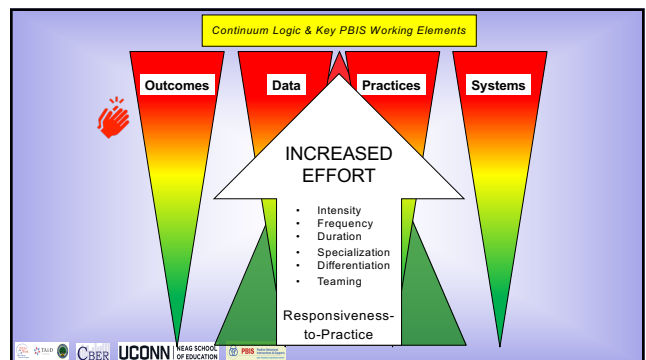
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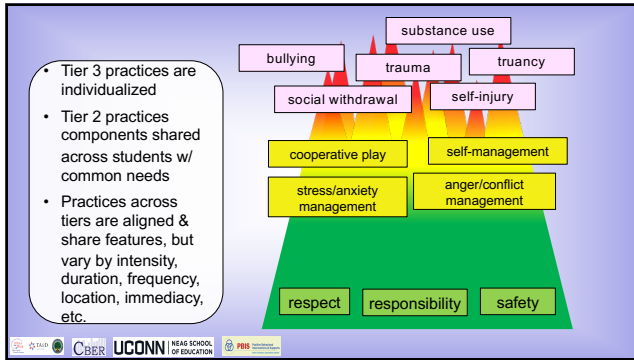
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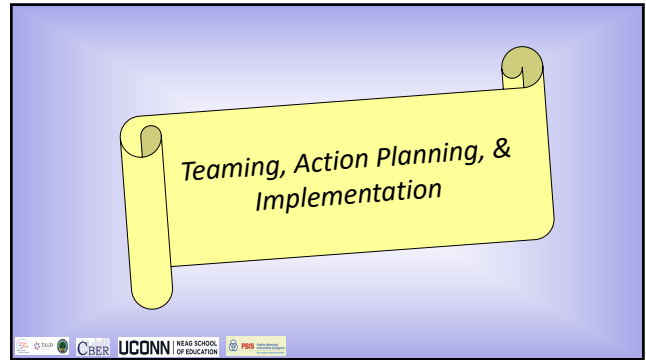
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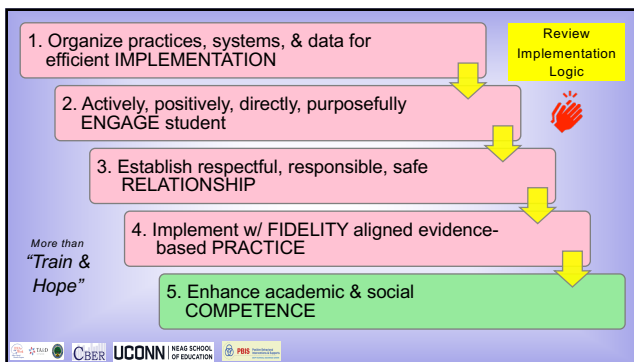
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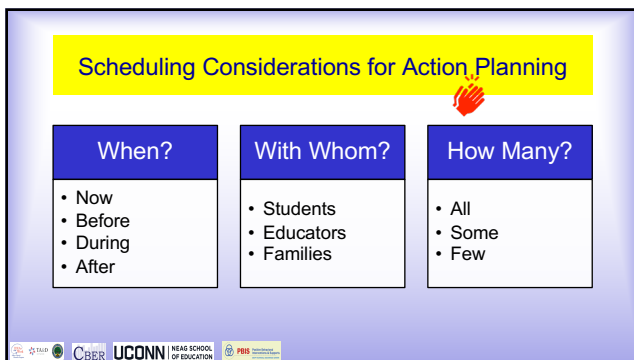


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| | | IMPLEMENTATION FIDELITY | |
|----------|---------------|--|--|
| | | High | Low |
| PRACTICE | Validated | + / + Empirically-supported & good execution | + / - <i>Empirically-supported but poor execution</i> |
| | Non-Validated | + / - <i>Good execution but not empirically supported</i> | - / - <i>Not empirically supported & poor execution</i> |

Fixsen & Blase, 2009

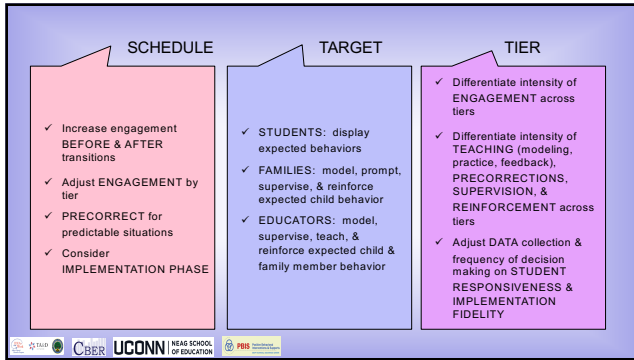
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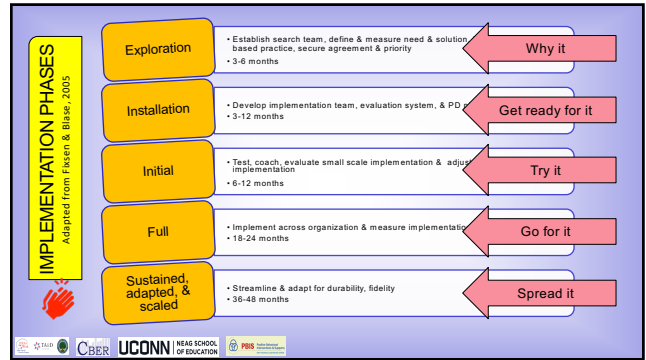
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| MTSS PLANNING MATRIX | | | | |
|----------------------|--------------|-----------------|-----------------|-----------------|
| SCHEDULE | TARGET Group | TIERS | | |
| | | Universal – ALL | Targeted - SOME | Intensive - FEW |
| Now | Students | | | |
| | Families | | | |
| | Educators | | | |
| 1 Month Before | Students | | | |
| | Families | | | |
| | Educators | | | |
| 1 Week Before | Students | | | |
| | Families | | | |
| | Educators | | | |

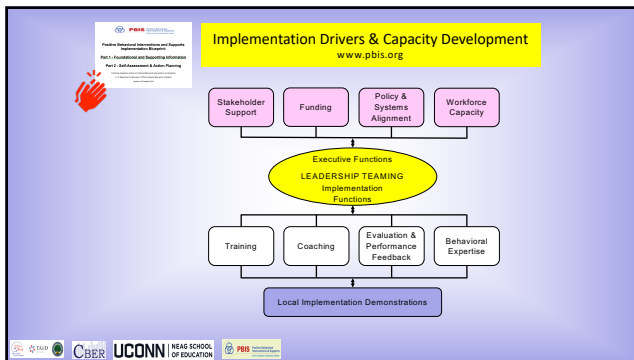
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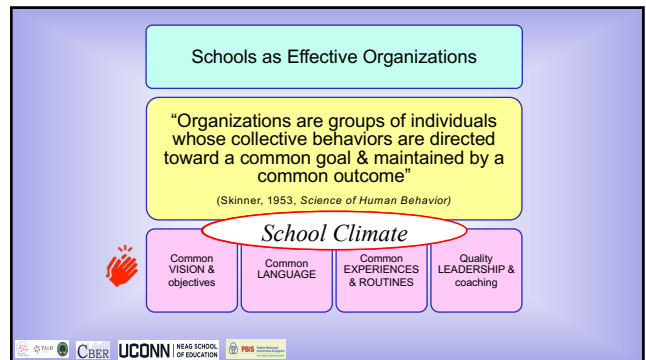
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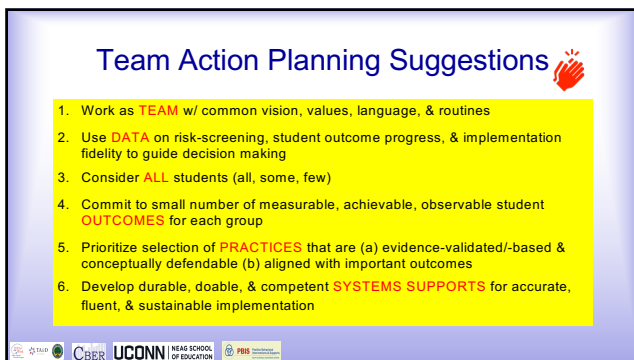
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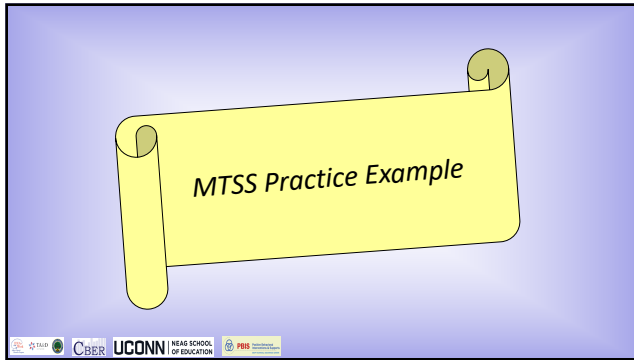
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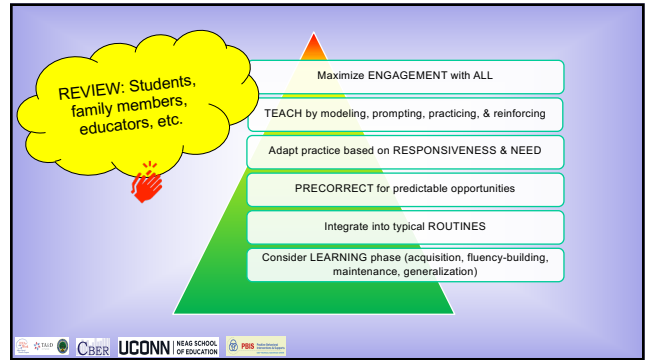
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| | PREVENTION | Emphasis on BEFORE, During, & After | | |
|--|------------------|--|---|--|
| | | BEFORE | DURING | AFTER |
| <ul style="list-style-type: none"> • ARRANGE environment & engagements for success • Vary intensity by TIER • TEACH by modeling, prompting, practicing, reinforcing | ADDITIONS | <ul style="list-style-type: none"> • Add prompts, models, examples, etc. for desired behaviors • Add precorrect for predictable problem situations | <ul style="list-style-type: none"> • Directly teach alternative & new desired behaviors • Add opportunities for frequent practice of taught desired behaviors | <ul style="list-style-type: none"> • Add acknowledgements, recognition, reinforcers for displays of desired behaviors |
| | REMOVALS | <ul style="list-style-type: none"> • Remove prompts, models, examples, etc. for un-desired behaviors | <ul style="list-style-type: none"> • Remove models, demonstrations, examples, etc. of un-desired behaviors | <ul style="list-style-type: none"> • Remove acknowledgements, recognition, reinforcers for displays of un-desired behaviors |

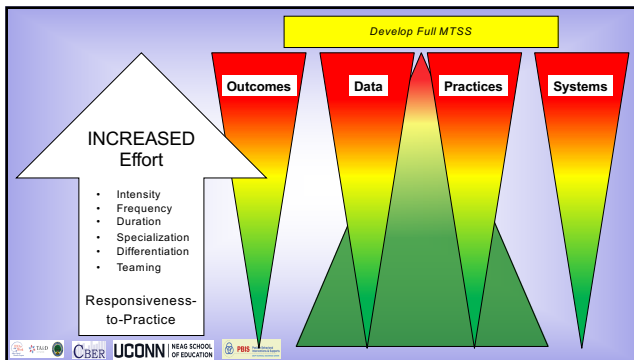
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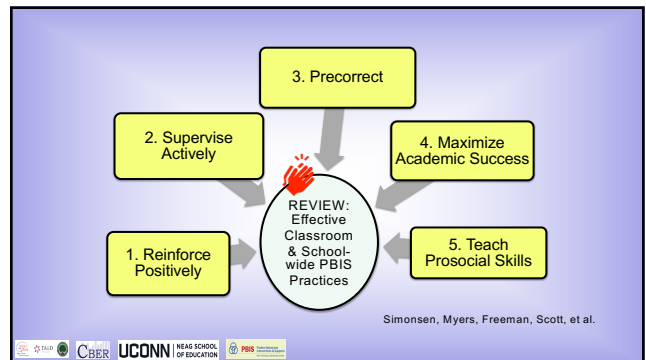
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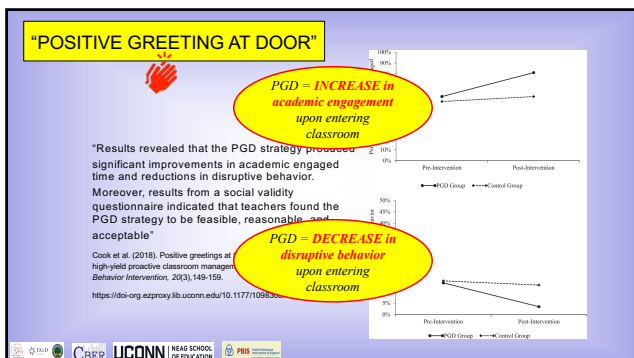
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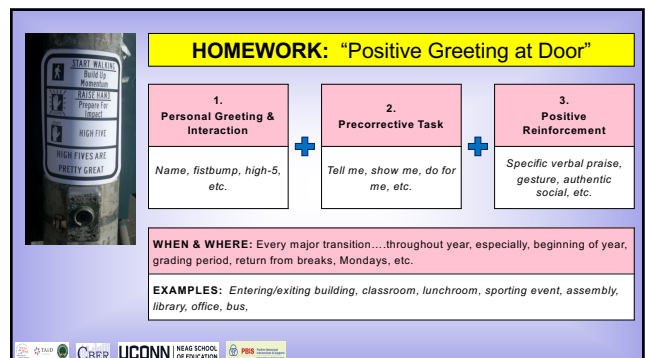
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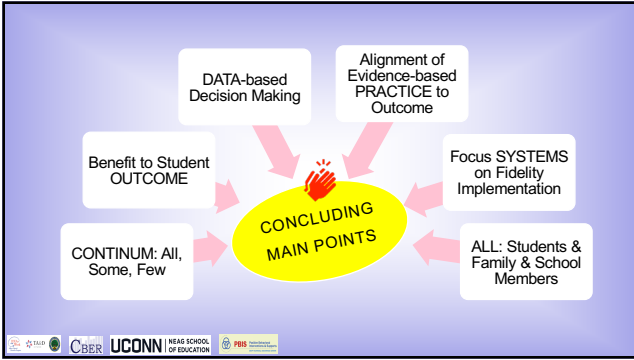
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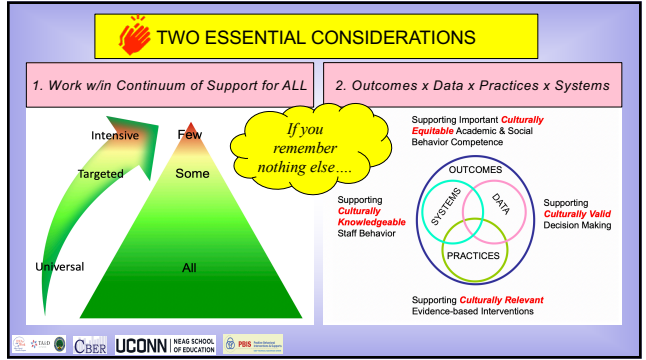
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