DE-MTSS: Tier 2 Networking

Teaming, Asset Mapping, and Communication Strategies

January 23, 2024

DE-MTSS Technical Assistance Center

The Delaware Multi-Tiered System of Support TA Center proudly serves as a technical assistance provider for the Delaware Department of Education.
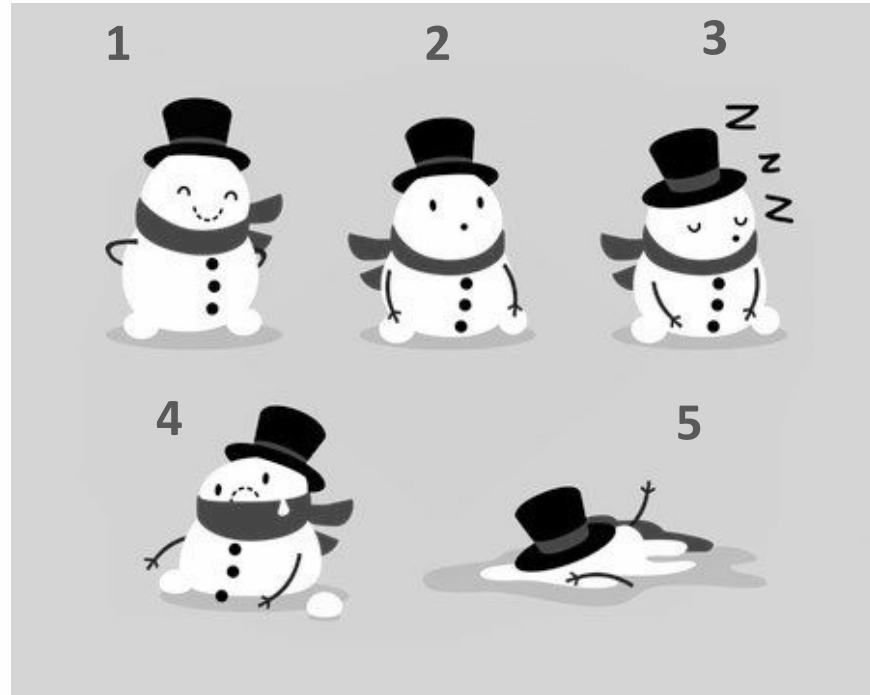
Our TA Center provides professional learning and coaching to support the academic and nonacademic development of all children.

DE-MTSS Technical Assistance Center

In the chat, please share:
- Name
- Your District/school
- Your Afternoon Energy Level

1   2   3

4   5

PL Standard: Transformational Processes

This professional learning series will address the standard for **Implementation**, within *Transformational Processes*.

Implementation: Professional learning results in equitable and excellent outcomes for all students when:

- Educators understand and apply research on change management,
- Educators engage in feedback processes, and
- Educators implement and sustain professional learning.
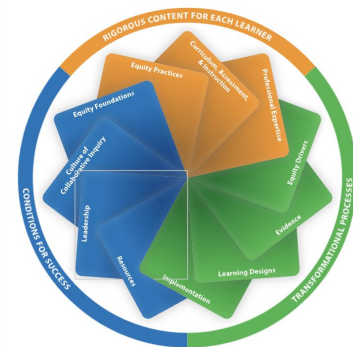
Learn more about the Professional Learning Standards here and the Delaware Professional Development Standards guidance here.
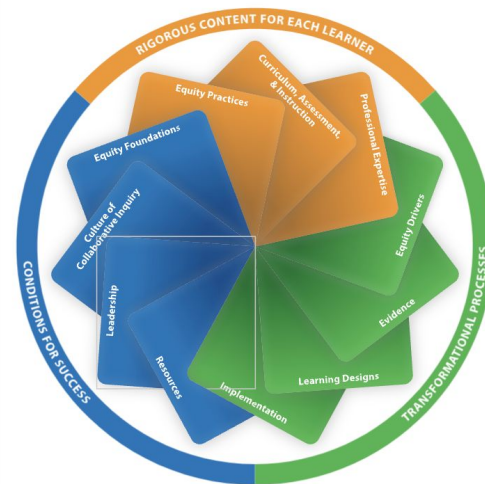
Implementation Outcomes

1 Identify skills needed on an integrated tier 2 team

2 Engage in asset mapping

3 Develop a communication plan

Our Time Together

We are looking to be …	To help do this, please…
ENGAGED	▪ Share effective strategies you have used ▪ Ask questions ▪ Take care of personal needs as needed
REFLECTIVE	▪ Compare the ideas shared to your current context and experiences ▪ Assess your current school practices & determine equity of access to interventions and cultural relevance to students
STRATEGIC	▪ Use forms, tools, and references provided ▪ Identify next steps ▪ Note who is sharing and could be a collaborative DE colleague

Defining MTSS in Delaware

DE-MTSS is a framework designed to meet the needs of the whole child through an ***integrated***, ***multilevel prevention system*** that optimizes ***team-based leadership*** and ***data-driven decision making*** to meet the academic and nonacademic needs of all students. High quality core academic instruction and non-academic practices are provided as universal supports to all children. Evidence-based intervention and supports are matched to student needs and informed by ongoing progress monitoring and additional formative assessments.

Which is your integration WHY?

A Quality instruction can <u>reduce student engagement in behaviors that are contextually concerning</u> *(Filter & Horner, 2009; Preciado, Horner, Scott, & Baker, 2009, Sanford, 2006)*

B Implementation of schoolwide positive behavior support leads to <u>increased academic time and enhanced academic outcomes</u> *(Algozzine & Algozzine, 2007; Horner et al., 2009; Lassen, Steele, & Sailor, 2006)*

C Children who fall behind academically will be <u>more likely to find academic work aversive</u> and also find escape-maintained behaviors of concern reinforcing *(McIntosh, 2008; McIntosh, Sadler, & Brown, 2010)*

D Increasing rates of effective instruction may <u>decrease rates of contextually inappropriate behavior</u>, especially for students with disabilities *(Sutherland & Wehby, 2001).*

E Models of integrated behavior and reading supports produce <u>larger gains in literacy skills than the reading-only model</u> *(Stewart, Benner, Martella, & Marchand- Martella, 2007)*

Adapted from Goodman & Baker (2019)

Integrated MTSS

"One of the things we learned from decades of research is that academic and SEB needs and supports go hand in hand. When we can integrate implementation we can actually see improved performance. "

Dr. Brandi Simonsen, Co-Principal Investigator I-MTSS Research Network

"Efforts to improve school climate, safety, and learning are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multi-tiered system of supports."

A Framework for Safe and Successful Schools

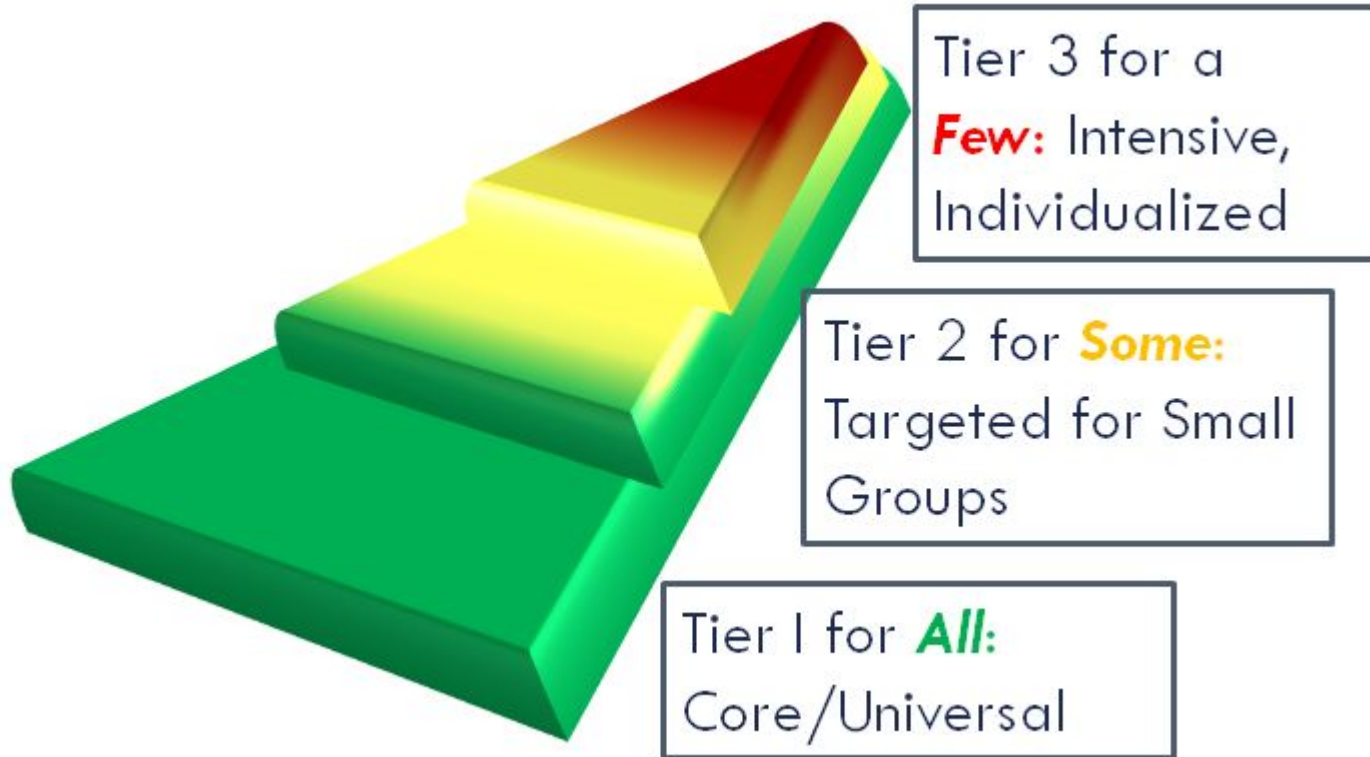# Always Starting with the Tier 1 Foundation in MTSS

Before focusing on academic and/or social emotional and behavioral wellbeing intervention(s), consider that it is impossible for a school to provide Tier 2 or 3 intervention to a majority of students.

Evidence-based core/Tier 1 instruction is the foundation upon which an effective MTSS process is built. As Clark and Dockweiler put it, "if the base of the building is unstable then nothing built on top is going to be stable either" (2019, p. 248).

Adapted from Comprehensive Center Network (CCNetwork)

Layers that build, not dividers that separate efforts.

Tier 3 for a **Few:** Intensive, Individualized

Tier 2 for **Some:** Targeted for Small Groups
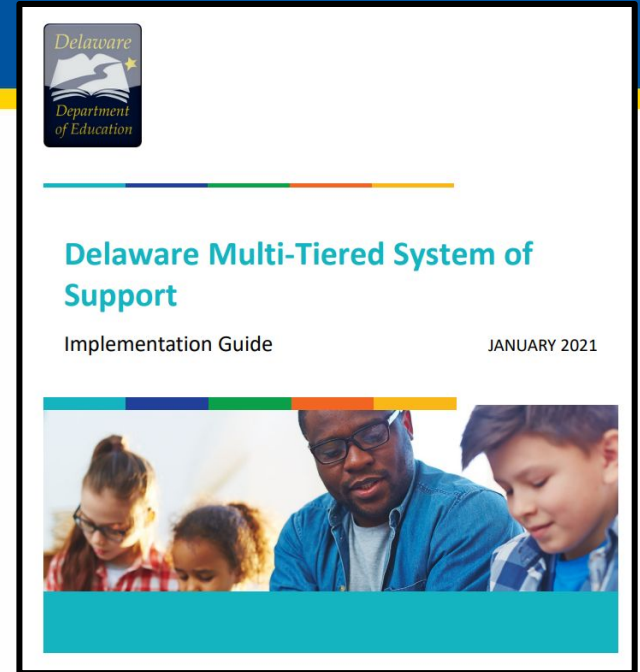
Tier I for **All:** Core/Universal

Delaware MTSS Definition of Tier 2

Tier 2 interventions and supports are for students who continue to struggle after receiving high-quality Tier 1 instruction.
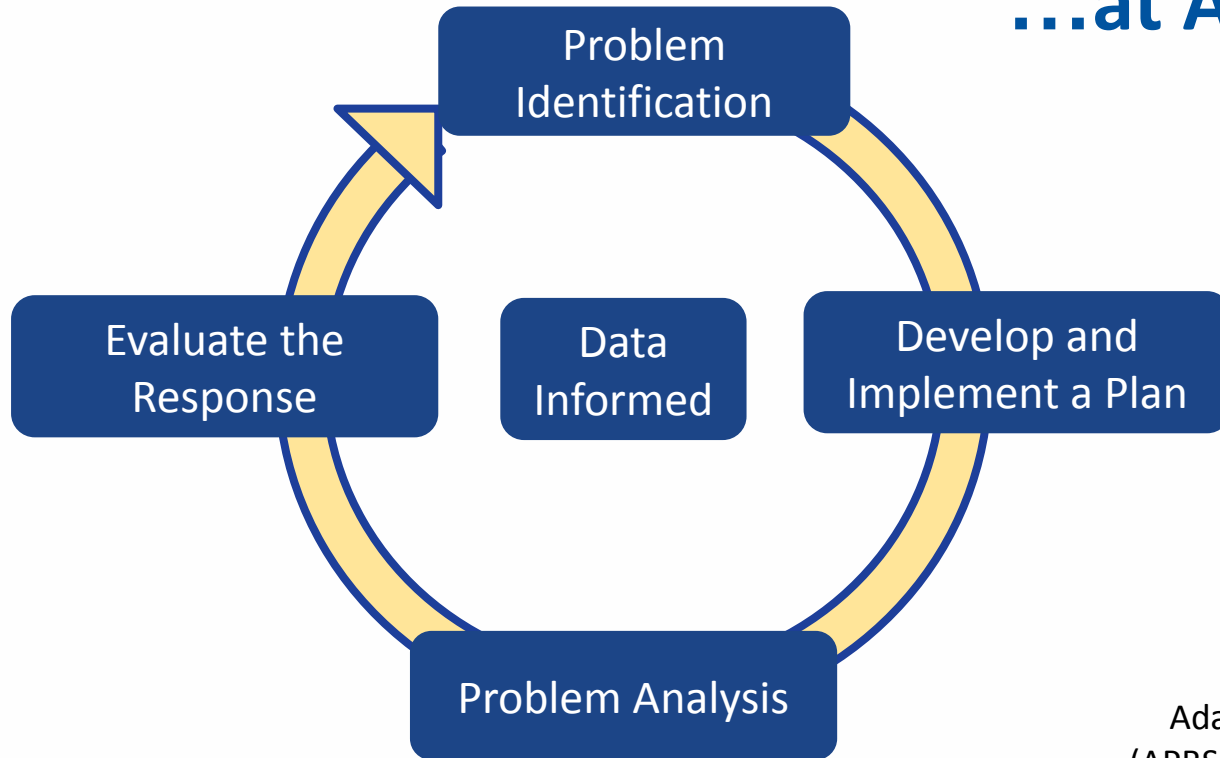
Tier 2 interventions and supports are targeted to students' needs and provide greater intensity (e.g., smaller group size, more practice opportunities) than Tier 1.

Tier 2 supports are research based and delivered with fidelity. If a student's performance improves, the student may no longer require Tier 2 interventions and supports.

Delaware Department of Education

Delaware Multi-Tiered System of Support

Implementation Guide   JANUARY 2021

Academic & Nonacademic Problem Solving Process

…at ALL 3 Tiers

Problem Identification

Develop and Implement a Plan

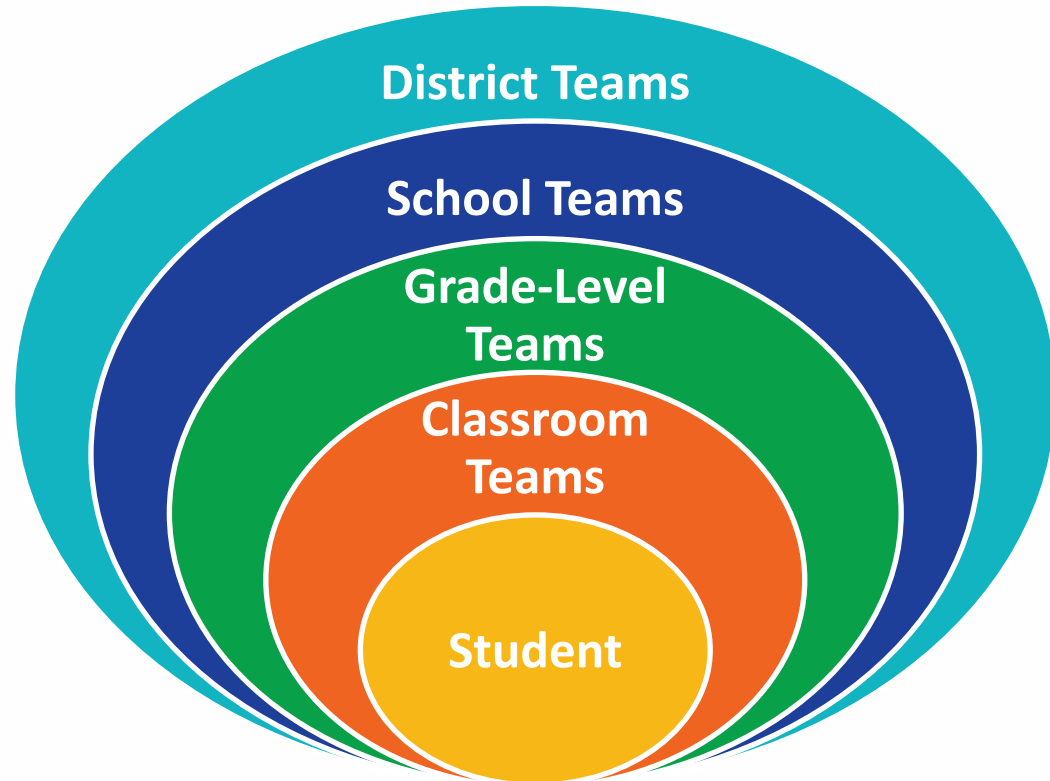Data Informed

Problem Analysis

Evaluate the Response

Adapted from Gaunt, 2022
(APBS Conference Workshop)

Teaming Fundamentals

What Teams Exist?

"There is no ideal team makeup or number of teams that will work perfectly in each school, but knowing the makeup and functions of each team can assist selecting which teams to add or combine."

McIntosh & Goodman (2016) p. 162

District Teams

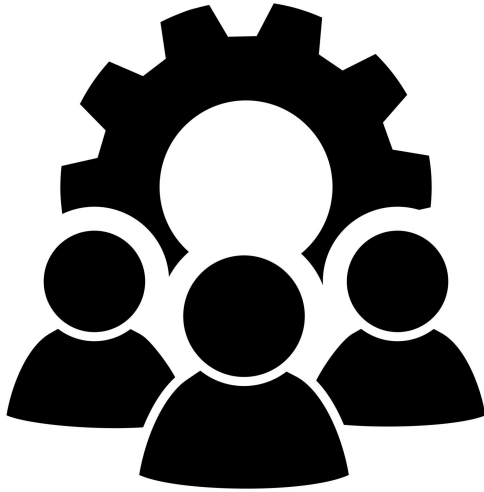School Teams

Grade-Level Teams

Classroom Teams

Student

Varying Teaming Configurations (and Names)…

- Tier 2 Team

- Instructional Support Team

- Problem-Solving Team

- Advanced Tiers 2 and 3 Team

- MTSS Team

- Interdisciplinary/Multidisciplinary Teams

Do you have more than one Tier 2 team?

What is/are the goal of your Tier 2 team(s)?

Tier 2 Priorities Can Range

Academic Engagement

Attendance

Safety

Belongingness/Relationships

Transitions
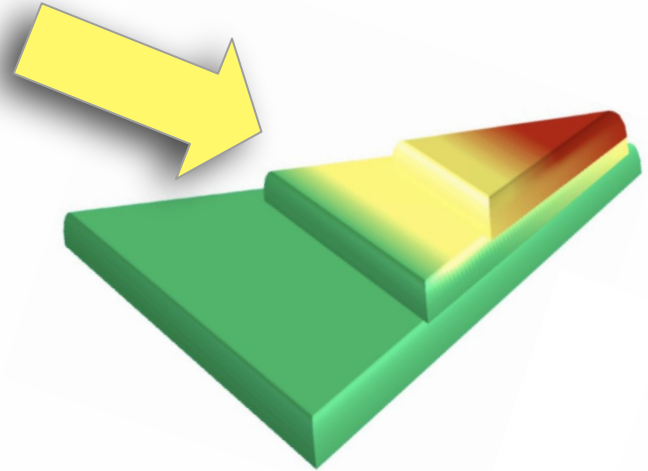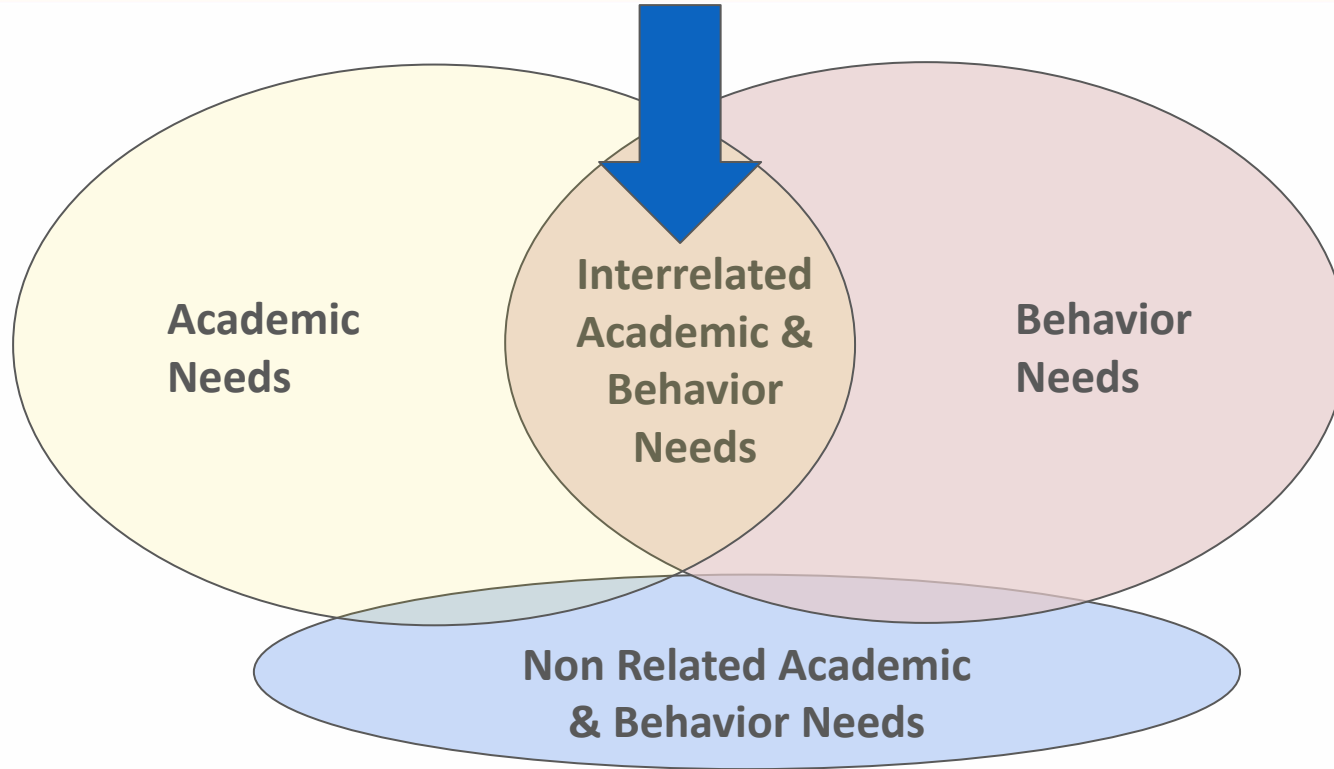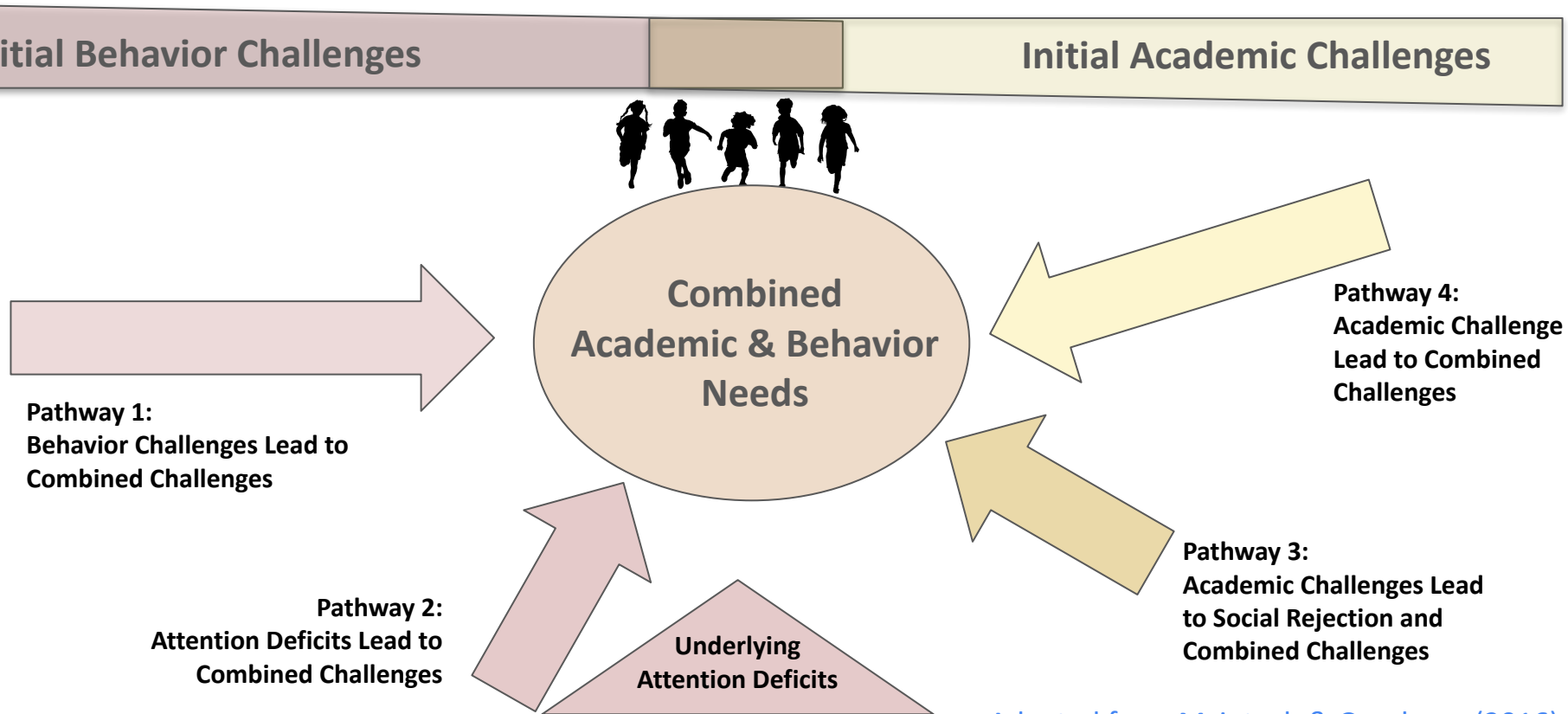
Teaming Assets

Skills

People

What skills make our Tier 2 systems & team efforts the strongest possible?

instructional expertise across grades and content

applied behavioral expertise

fluency in data gathering and analysis.

administrative authority

knowledge about operations of the school across grade levels & programs

knowledge of students
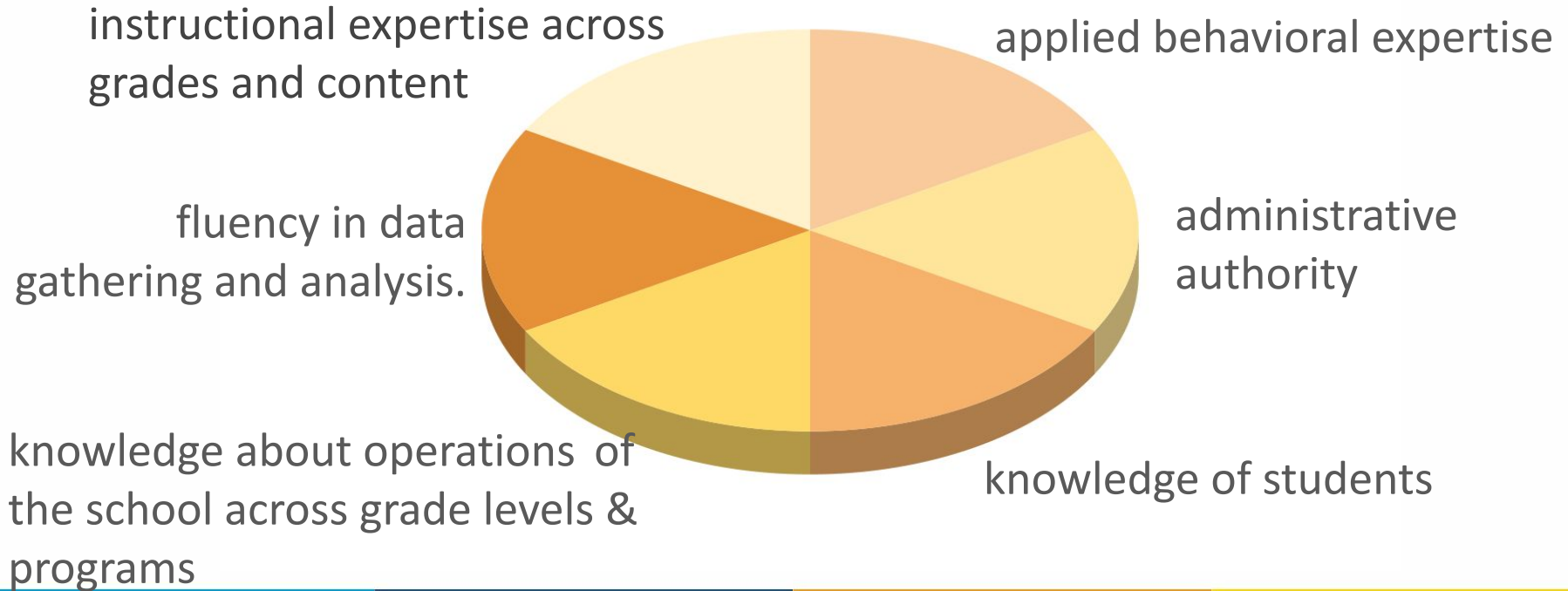
Instructional Expertise Across Grades and Content

- Subject- and Domain-Specific Competencies and Standards for DE Students

  - How:

    - High Leverage Practices (HLPs)

    - Universal Design for Learning (UDL)

    - High-Quality Instructional Materials (HQIM)

    - Council for Exceptional Children (CEC) Professional Preparation Standards
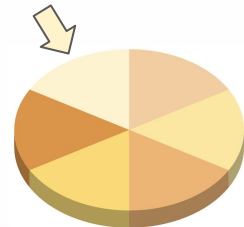
Understanding, organizing, and promoting applied behavioral expertise…

*

- behavior has a function/purpose/need

- behavior is communication

- behavior is malleable and can change

- behavior is influenced by context/environment
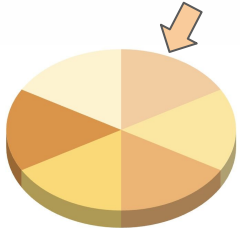
Leveraging and organizing administrative authority…

- to convene the review of data to identify student and staff needs as well as progress toward outcomes

- to provide resources to support additional interventions when needed by students and staff (e.g., time to implement, funding, etc.)

- to access additional personnel and/or agency partnerships as needed
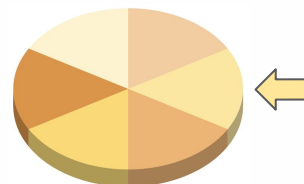
Knowledge of student assets and needs through a whole child perspective:

- provides your team with more insights about students than what shows up on a discipline report, data sources, other screening tools

- gives your team recommendations for ensuring Tier 2 interventions are culturally appropriate and trauma informed

- advocates for meeting students "where they are" when they may need additional support
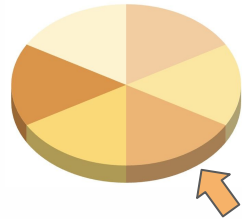
In understanding and organizing knowledge about operations of the school across grade levels and programs…

- share and help grow the good work happening across your school

- find more collaborative and creative ways to coordinate across staff and programs to address student needs and build their academic and SEB skills

- clear understanding and experience with master schedule
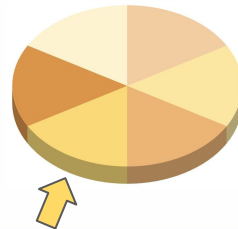
Demonstrating a fluency in data gathering and analysis to…

- identify and access relevant academic and nonacademic data sources

- download and/or organize data

- disaggregate data to look for specific patterns to elevate or to address
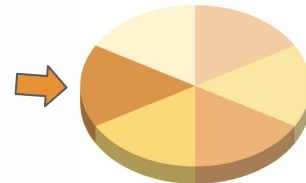
Resource: Building Strong Team-Based Leadership Module

Supports schools & districts to build/strengthen teaming foundations by providing effective teaming strategies with a series of reflections and action-planning activities to increase best practices and lead to stronger systems.

Includes:
- Recorded presentation
- Presentation slides
- Team time companion guide
- Additional resources

PDMS Course #30542

Who Are Your People for Tier 2 Teaming?

Tier 2 Teaming: Creates & Maintains Your Tier 2 **Systems**, Interventions, & Problem-Solving

- Tier 3 MTSS Efforts/Team
- Administrative Team
- Guidance and Student Support Departments
- Academic Department/Teams
- Grade-Level Teams
- Universal Screening Efforts
- Tier 1 MTSS Efforts/Team

Layers of Teaming

Tier 2 Teaming: Creates & Maintains
Your Tier 2 Systems, **Interventions**, & Problem-Solving

⇕

A single Tier 2 Intervention (w Intervention Coordinator and Facilitators)

A single Tier 2 Intervention (w Intervention Coordinator and Facilitators)

A single Tier 2 Intervention (w Intervention Coordinator and Facilitators)

⇕

Students, Families, Classroom Teachers

Students, Families, Classroom Teachers

Students, Families, Classroom Teachers

Layers of Teaming and Data-Informed Decision-Making

Tier 2 Teaming: Creates & Maintains
Your Tier 2 Systems, **Interventions**, **& Problem-Solving**

A single Tier 2 Intervention
(w Intervention Coordinator
and Facilitators)

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Students, Families,
Classroom Teachers

Students, Families,
Classroom Teachers

Students, Families,
Classroom Teachers

Data

Sample Student Support Team Agenda

⬤ Weekly

⬤ Every 2 Weeks

⬤ Annual Refresh

Sample Tier 2 Agenda

Date:

Roles:

1. Celebrate Successes
2. Review Tier 2 & 3 Implementation Data
   a. Fidelity data
      i. Literacy
      ii. Math
      iii. Behavior
   b. Barriers?
   c. Areas to improve?
3. Review Tiers 2 & 3 Student Outcomes Data
   a. Literacy intervention progress monitoring
   b. Math
   c. Behavior interventions progress monitoring
   d. Areas to improve?
4. Placement Decisions Updates
   a. Literacy
   b. Math
   c. Behavior
   d. Students not experiencing successful progress in a given intervention
5. Problem Solving for Individual Students
   a. Student in possible need of additional or different support
      • Current plan
      • Issues?
      • Changes?
   b. Additional student(s)
6. New Referrals for Support

Guest Speaker
Stanton Middle School Tier 2/3 Team

Asset Mapping

Tier 2 INTERVENTIONS Asset Mapping

Tier 2 Interventions (1 line per specific intervention)	Skills Taught, Celebrated	Coordinator	When/ Where
● ELA Department-led skill-building group(s)			
● Math Department-led skill-building group(s)			
● Check-In/Check-Out and other executive functioning-building group(s)			
● Counselor-led SEL-building group(s)			
● Wellness Center-led SEL-building group(s)			
● Outside agency-led group(s)			
● Other interventions/groups?			

Tier 2 INTERVENTIONS Asset Mapping

SAMPLE Tier 2 Interventions	Skills Taught, Celebrated	Coordinator	When/ Where
• ELA group: Achieve 3000	Supplemental online literacy program that provides nonfiction reading content preK–12 & focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, & writing skills.	Ela department head, Mr. learner	-Classroom workshop activities - B days - enrichment time
• Math group Delta math strategies	Visual representations or math, modeling problem-solving thinking and use of precise mathematical language	Math teachers Ms.calculate & Mr.summation	- B days - enrichment time -Classroom workshop activities
• SEL-building group: Resilience education program	Executive functioning, cognitive behavior strategies	School counselor, Ms. purple	Daily - 8am and 3pm, room 121
• SEL-building group: Elevating not vaping	Health education, leadership skills	Wellness guest speaker, Dr.able	Wellness office, Fridays @ lunch

Tier 2 Single Intervention Staff Asset Map	Who We Have	Who To Recruit
Intervention Name:		

- Coordinator
   - Communicates with Tier 2 SYSTEMS team
   - Collects and shares aggregate trends
   - Facilitates team decision-making about next steps (for students and interventions)		

- Implementers
   - Can implement the intervention
   - Knows the students
   - Able and committed to collecting data		

- Support Roles - Can provide logistical support		

Tier 2 Single Intervention Staff Asset Map	Who We Have	Who To Recruit
Intervention Name: CHECK-IN/CHECK-OUT		

- Coordinator
  - Communicates with Tier 2 SYSTEMS team
  - Collects and shares aggregate trends
  - Facilitates team decision-making about next steps (for students and interventions)
  - Has knowledge of instructional routine within the intervention to implement with accuracy and fidelity
	MS. BIGGS (LCSW, 6TH GRADE)	CO-COORDINATOR BECAUSE MS.BIGGS IS GOING ON MATERNITY LEAVE - GUIDANCE?

- Implementers
  - Can implement the intervention
  - Knows the students
  - Able and committed to collecting data
	MS. BIGGS, MR.SMALLS, DR.ROUND,	COACH BLUE TO FILL-IN FOR MS.BIGGS AS IMPLEMENTER

- Support Roles FAMILY COMMUNICATION SUPPORT	FRONT OFFICE (ANITA)	

Communication

Communication About T2 By Your T2 Team

Share a written list/table of members and interventions, purpose of the team and your Tier 2 Intervention Asset Table:

    -BOY faculty meeting & new staff orientation

    -Back-to-school orientation/materials for families and student (you can utilize DE-PIC resources)

Recognize team members at the mid-year and at the EOY for the support of Tier 2 activities

    - Positive message from a colleague, students, and/or family

Tier 2 Booklet - Table of Contents

Section	Page(s)
Overview of Tier 2 Programming at the school	
• Purpose of Tier 2 interventions within a multi-tiered system of support	
• Team member names	
• How to become involved	
• [Any other important "big picture" info]	
List [& Brief Descriptions?] of All Current Tier 2 Interventions	
Detailed Description of Tier 2 Academic Intervention [Insert Name, try to pick most common]:	
• The purpose of the intervention	
• How students get into and out of the intervention	
• Steps to the intervention	
• How data is collected	
• Important forms specific to this intervention	
• [Any other important intervention info]	
Detailed Description of Tier 2 Behavior Intervention [Insert Name, try to pick most common]:	
• The purpose of the intervention	
• How students get into and out of the intervention	
• Steps to the intervention	
• How data is collected	
• Important forms specific to this intervention	
• [Any other important intervention info]	
Additional Information about Other Academic Interventions	
Additional Information about other Behavior Interventions	
Forms	
• [Tier 2 referral form(s)]	
• [Letters to parents about interventions]	
• [Student, staff, family questionnaires]	
• [Student Monitoring Sheets]	
• [Sample student data]	
• [Other form(s)]	

MTSS Resources

MTSS Parent Guide

- Overview of MTSS

- Breakdown of each tier

- Questions to ask the school team

- English, Spanish & Haitian-Creole

PIC of Delaware | MTSS (Multi-Tiered Systems of Support) Archives

Multi-Tiered Systems of Support (MTSS)

Working with the school to support your child's academic, behavior and social-emotional development

- Is your child struggling in school academically, behaviorally, or socially?
- Have you talked with your child's school team about MTSS?
- How can you support your child's learning?
- Where can you find more information about MTSS?

Visit the MTSS resource page on PIC's website:
https://picofdel.org/type/mtss/

Communication at the start of the year

How?

Staff Orientation

- Overview of MTSS
- How to request assistance
- How to implement or support Tier 2 interventions in place in the school

Family Orientation

- Overview of MTSS including what it looks like at Tiers 2 and 3
- How to request assistance
- Screening timelines and general procedures

➔ Build into your PD calendar and your family engagement plan

➔ Develop Staff and Family handbooks

➔ Share on website

➔ Create lesson plans for teacher trainings on supporting T2 interventions

Ongoing T2 Communication: Monthly or Quarterly

With Staff:

- Faculty meeting updates

- Department or grade level meeting updates

With families:

- Newsletters

- Emails/texts

Examples of items to share:

- Number of interventions
- Number of students graduating
- Percentage of students responding to interventions
- Schoolwide data indicating intervention needs
- Reminders about how to request assistance

Communicating About Your Tier 2 Interventions: Using the Tier 2 Tracker

	Black/ African American	Hispanic/ Latinx	White/ Caucasian	Other	All	Black/ African American	Hispanic/ Latinx	White/ Caucasian	Other	ALL	ALL	
#1: Resilience Education Program (REP)												
Months		# Total of Students Participating					# Total of Students Responding				% Total Responding	% Total Not Responding
September	10	5	11	3	29	9	3	9	1	22	76%	24%
October	10	6	12	3	31	9	5	10	1	25	81%	19%
November	10	7	12	4	33	8	5	10	2	25	76%	24%
December	9	6	11	5	31	8	5	9	2	24	77%	23%
January	10	6	12	4	32	8	4	9	1	22	69%	31%
February	11	7	11	3	32	9	4	10	1	24	75%	25%
March	11	8	11	4	34	10	5	9	2	26	76%	24%
April	10	8	13	3	34	9	5	11	2	27	79%	21%
May	8	7	13	3	31	7	4	11	1	23	74%	26%
June	8	7	12	5	32	8	4	11	2	25	78%	22%

	General Education	Special Education	MLL w/out Disability	N/A	All	General Education	Special Education	MLL w/out Disability	N/A	ALL	ALL	
#2: Mentoring												
Months		# Total of Students Participating					# Total of Students Responding				% Total Responding	% Total Not Responding
September	10	8	6		24	8	5	3		16	67%	33%
October	11	10	5		26	9	6	2		17	65%	35%
November	12	11	4		27	10	6	1		17	63%	37%
December	12	10	5		27	10	6	3		19	70%	30%
January	10	11	4		25	9	6	1		16	64%	36%
February	10	10	4		24	10	5	2		17	71%	29%
March	11	9	6		26	8	4	3		15	58%	42%
April	10	10	5		25	8	5	2		15	60%	40%
May	10	10	5		25	9	5	2		16	64%	36%
June	12	9	4		25	10	5	1		16	64%	36%

Disaggregating Data Considerations:

Grade level

Demographics

Support Levels

Other ideas?

Transparency in Student-Level Data

Student-Level Tracking Considerations:

Student ID/Name
     Grade Level
     Homeroom Teacher (updated annually)
     Student Interests and Relationships (updated annually)
Date of Initial Referral to MTSS Team for the SY
     Initial Concern
     Data Provided
     Initial Determination of Support
Plan/Approach to Provide Determined Support
     Intervention SMART Goal
     Intervention Progress Monitoring Measure
     Intervention Check-In Date(s)
     Intervention Staff Responsible
Notes
Supporting Documentation (including communication with families)

Bad Data >>> Bad Decisions

Good Data >>> Good Decisions

Integrated Data >>> Integrated Decisions

Communication About and By Your Tier 2 Team

What is 1 next step you plan to take to help your Tier 2 team(s) become even more successful at:

- Teaming
- Asset mapping
- Communication
- Or something else?

Thank You for Joining and Sharing Today!

Teaming

- ○ Asset Mapping
- ○ Communication

**Networking Session #2
Interventions and Data Tracking
5/7, Zoom, 3-4:30pm**