**Keeping Silos but Baking Better Bread: Integrating MTSS Efforts to Transform Practices**

**Nebraska MTSS Summit**

**Session Workbook**

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**Domains of Safe and Successful School Climate**

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| --- | --- | --- | --- |
| **Safety** | **Physical Environment** | **Teaching and Learning** | **Interpersonal Relationships** |
| \_\_Behavioral Expectations  \_\_Health & Wellness Expectations  \_\_Sense of Physical Security  \_\_Sense of Social-Emotional Security | \_\_School Connectedness & Community Engagement  \_\_Physical Surrounding | \_\_Support for Learning  \_\_Social Skills Development  \_\_Student Engagement & Self-Direction | \_\_Respect for Diversity  \_\_Social Supports for Students  \_\_Leadership  \_\_Professional Relationships |

Rate each area on a scale of from 1-5. With 5 meaning the component is in place or working well, and 1 meaning the component is not in place or needs improvement.

Bohanon, H., Caputo-Love, L., Morrissey, K. (2020). *Preparing secondary school teams to implement systematic interventions.* Routledge Publishing

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National Center of School Climate (Accessed February 19, 2021). Twelve dimensions of school climate measured. Retrieved from https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/school-climate/dimensions\_chart\_pagebars.pdf

What is needed to implement evidence-based approaches?

|  |  |  |
| --- | --- | --- |
| **Component** | **In Place/ Not in Place** | **Result** |
| Support from the administration for the intervention (e.g., principal) |  |  |
| Support from teachers for the intervention (e.g., priority) |  |  |
| Financial resources to sustain the intervention (e.g., FTE) |  |  |
| Training and coaching to increase fidelity of implementation |  |  |
| Alignment of the interventions with the schools’ goals, philosophy, policies, and programs |  |  |
| Program outcomes are visible to all stakeholders |  |  |
| A process is established to address the change in staff and administrators (e.g., plan, manual, specified roles) |  |  |

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**Needs Assessment**

Based on the work of Jim Knight, and interviews with NE/KS MTSS leaders

**What is going well related to MTSS**

* Some schools are using social and emotional screening tools to identify students’ needs
* Some schools have established tier 1 teams looking at schoolwide data
* Some schools have weekly booster lessons for expectations including social, emotional and behavioral, Tier 1 restorative practices (circles, chats)
* Some schools are adding additional knowledge bases to their teams – social works, restorative practices personnel

**Challenges, next steps, and areas to improve**

* Larger school sizes create challenges for ownership, school structure
* It is difficult to hire mental health community-based staff
* Staffing shortages in general
* New staff/teachers without a background in MTSS or education in teaching.
* Variability in ways schools collect data
* Getting students excited about learning and not just the grade, this is tied to student engagement
* HS teachers have a perspective students should automatically know what is expected and it's not their responsibility to teach the students non-content information
* Understanding of child development and brain development, the differences between a 14 to 18-year-old
* Understand that if a student's basic needs are not being met, they are not prepared to learn (e.g., lack of food, stable housing, etc.)
* Unstructured spaces outside of the classroom, cell phones are a challenge - tied to social media and mental health concerns
* Trauma, lack of basic support.  Sometimes families have misconceptions about support systems and they do not want to ask others for help
* Inviting people to the table, how we do this to support students and build skills - addressing culture in building and community
* Convincing teachers that the students need what they need - 9th grade is hard! Bring Tier 2 down to Tier 1 for all freshmen, and develop a class to focus on SEB, career/college readiness

**Table 1.2 Comparing *MTSS/MTSS and School Improvement (Adapted from Goodman & Bohanon, 2018; Sleegers et al., 2014; Slavin, 2007)***

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| --- | --- | --- | --- |
| Focus area | Multi-tiered systems of supports (MTSS)/MTSS | School improvement | Value Added |
| Systems | * Systems in place to ensure interventions are implemented correctly * Collaborative, Team-based leadership (OPI) * Consensus and commitment (OPI) | * Leadership roles distributed * Community and parent partners included * Staff provided sufficient resources and time * Support obtained from school staff * External support procured for technical assistance | * Example: School improvement has members with additional knowledge we need for our MTSS team (e.g., mental health) |
| Data | * Assessments used to determine which students need support (e.g., screening) (OPI) * Student performance data collected, guides programing and improvement efforts – data-based decision making (OPI) | * Student progress is monitored using data * Program evaluation conducted * Measurable goals and benchmarks identified | * Example: The school improvement plan calls for improved skills related to reading comprehension. MTSS team defines decision rules for determining next steps for intervention |
| Practices | * Interventions organized across tiered continuum of support (OPI) * Interventions selected, implemented, and monitored * Supports begin with effective core curriculum * Evidence-based Instruction, Intervention and supports (OPI) | * Programs designed comprehensively * Core instruction standardized * Research-based strategies selected | * The school improvement plan class for improving climate. The MTSS plan includes specific approaches to address climate and safety (e.g., schoolwide PBIS) |

**Aligned with and adapted from the Montana Office of Public Instruction’s 7 Essential Components of MTSS (**[**link**](https://opi.mt.gov/Educators/Teaching-Learning/Multi-Tiered-Systems-of-Support/MTSS-Essential-Components)**)**



Bohanon, H., Castillo, J., & Afton, M. (2015). Embedding self-determination and futures planning within a schoolwide framework.” Intervention in School and Clinic. 50(4), 203-209. <http://ecommons.luc.edu/education_facpubs/16/>

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**Possible Universal Strategies**

**Universal**

* Effective instruction strategies (e.g., giving explicit instruction, chances to respond in class, providing models of work)
* Using an effective, accessible, culturally relevant curriculum (e.g., aligned with standards)
* Teaching what you expect in terms of behavior (e.g., what does being respectful look like?)
* Teaching soon-to-be adults to set goals, evaluate their decisions, and make decisions
* Encouraging your staff to understand how trauma can affect student learning

**Reflection Questions – Choose one**

• What are we doing to support effective core instruction and/or explicitly teach and supports expectations (academic, behavioral, social)?

• How do we involve our students to encourage them to take ownership over their goal setting?

• How do we teach students to evaluate their decisions?

• What schoolwide or classroom data do you have that could help inform you about what is working and what isn’t in your school?

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**Mission and Vision, and Goals Connections**

**How does your MTSS work support your school’s mission, vison, and goals for school improvement?** For example, your MTSS mission might be: *The mission of the MTSS team is to increase the likelihood of positive behavior, social, emotional, and academic achievement of our students*.

|  |
| --- |
| How would this enhance your work? |

**How does your MTSS team’s vision your school’s mission, vison, and goals for school improvement?** (e.g., what are your outcomes – related to what do you want all students to know and be able to do?)

* To work with students and their families to identify core climate supports to prevent health/behavioral/**attendance**/social/academic concerns.
* To identify reliable predictors of students’ performance
* To determine likely source of problem and recommend changes to core interventions based on needs.
* To assist and support teachers, students, and parents in achieving efficient and effective universal interventions.

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| How would this enhance your work? |

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How would MTSS help students with the development of these Oklahoma Learning Standards?

|  |  |
| --- | --- |
| **9th Grade Oklahoma Reading – Speaking and Listening Standards** | **9th Grade Oklahoma Writing – Speaking and Listening Standards** |
|  |  |

https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version\_0.pdf

**Factors that help or hinder administrative buy in**

|  |  |
| --- | --- |
| **Addressing Buy-In Factors with Administrators** | |
| Hindering Factors | Helping Factors |
| * Administrator disagrees with the philosophy behind the approach * Administrator sees their staff as unsupportive of the approach * Administrator is unsupportive of the time commitments required for the efforts | * Connect administrators to networks of other schools implementing similar efforts so they can hear from others with similar experiences * Learn how efforts aligns with their personal values * Have first-hand experience of how an intervention can work through a small pilot * See the need for the effort through their own data * Attend an informative training * Get support from an external coach * Attend intervention team meetings |

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McIntosh, K., Kelm, J. L., & Canizal Delabra, A. (2016). In search of how principals change: A qualitative study of events that help and hinder administrator support for school-wide PBIS. *Journal of Positive Behavior Interventions, 18*(2), 100-110. doi:10.1177/1098300715599960

**Sorting Implementation**

**Sort this list into one of the two columns – traditional implementation or MTSS/School Improvement approach**

1. The administrator from a high school presents an initiative for the first time to faculty during a meeting. She asks them to vote if they would like to implement.

2. A local school improvement team is interested in a new initiative but would like to know how this work connects with the district’s improvement plan.

3. A school improvement team spends considerable time focusing on individual students and teacher concerns, to the exclusion of other more systems-level issues.

4. A school begins to implement an evidence-based practice immediately following an excellent and engaging professional development.

5. Before implementing an initiative, a school team asks how their work connects with the school and district improvement plan.

6. A district administrator encourages schools to implement a new positive behavior support approach but does not provide school staff with coaching.

7. A school team presents data back to their staff about the disproportionate number of students of color experiencing out-of-school suspensions. The team begins to discuss how they can connect with the district’s expert on culturally responsive teaching practices.

**Place the sentence above the appropriate category below. You can simply write in the number from the sentence.**

|  |  |
| --- | --- |
| **Traditional Implementation** | **MTSS/School Improvement approach** |
| 1  3  4  6 | 2  5  7 |