

District-wide Planning for Multi-tier System of Supports (MTSS)

**Dawn Miller, Shawnee Mission
Rachel Freeman, University of Kansas**

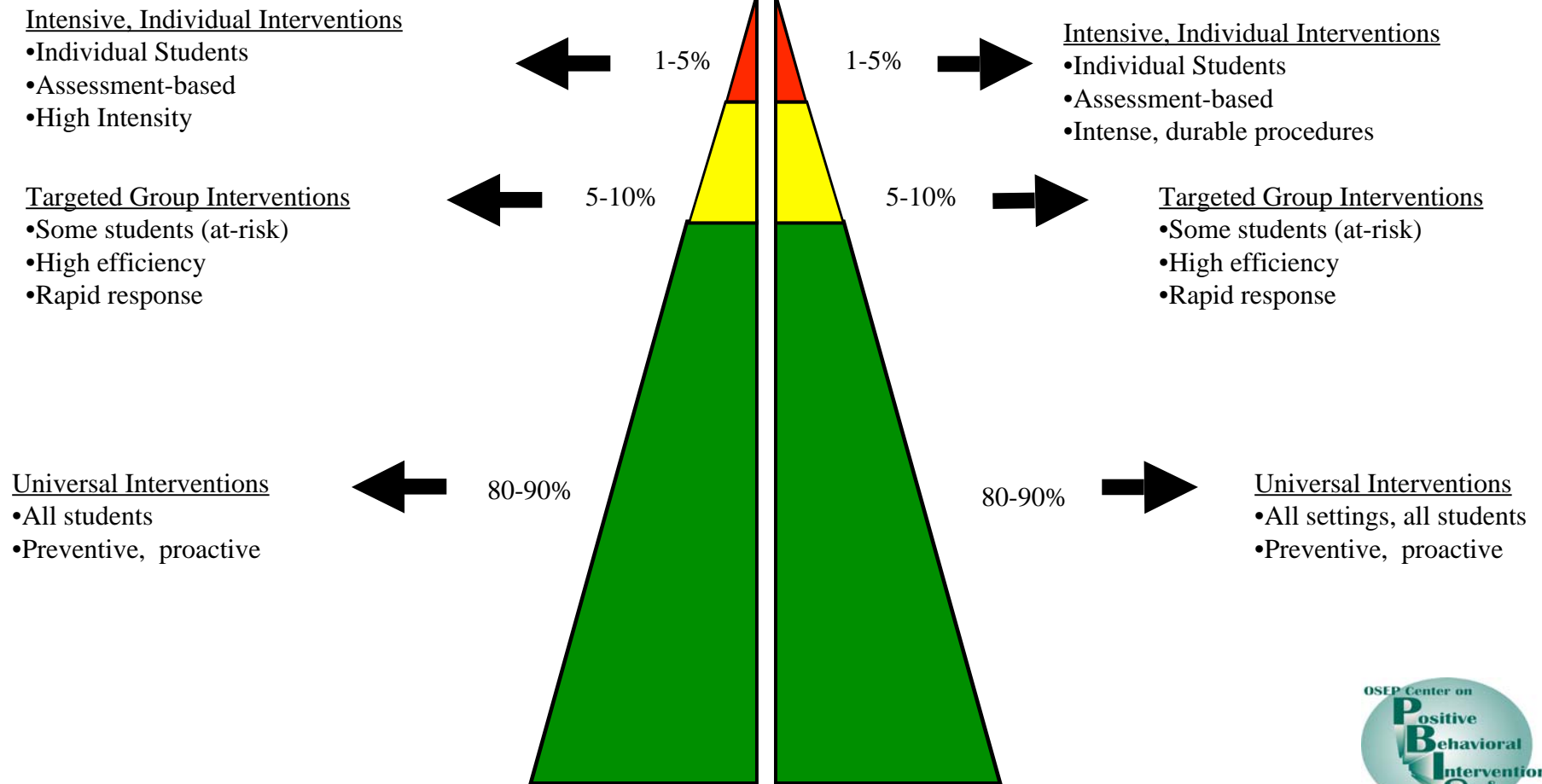
May 1, 2008



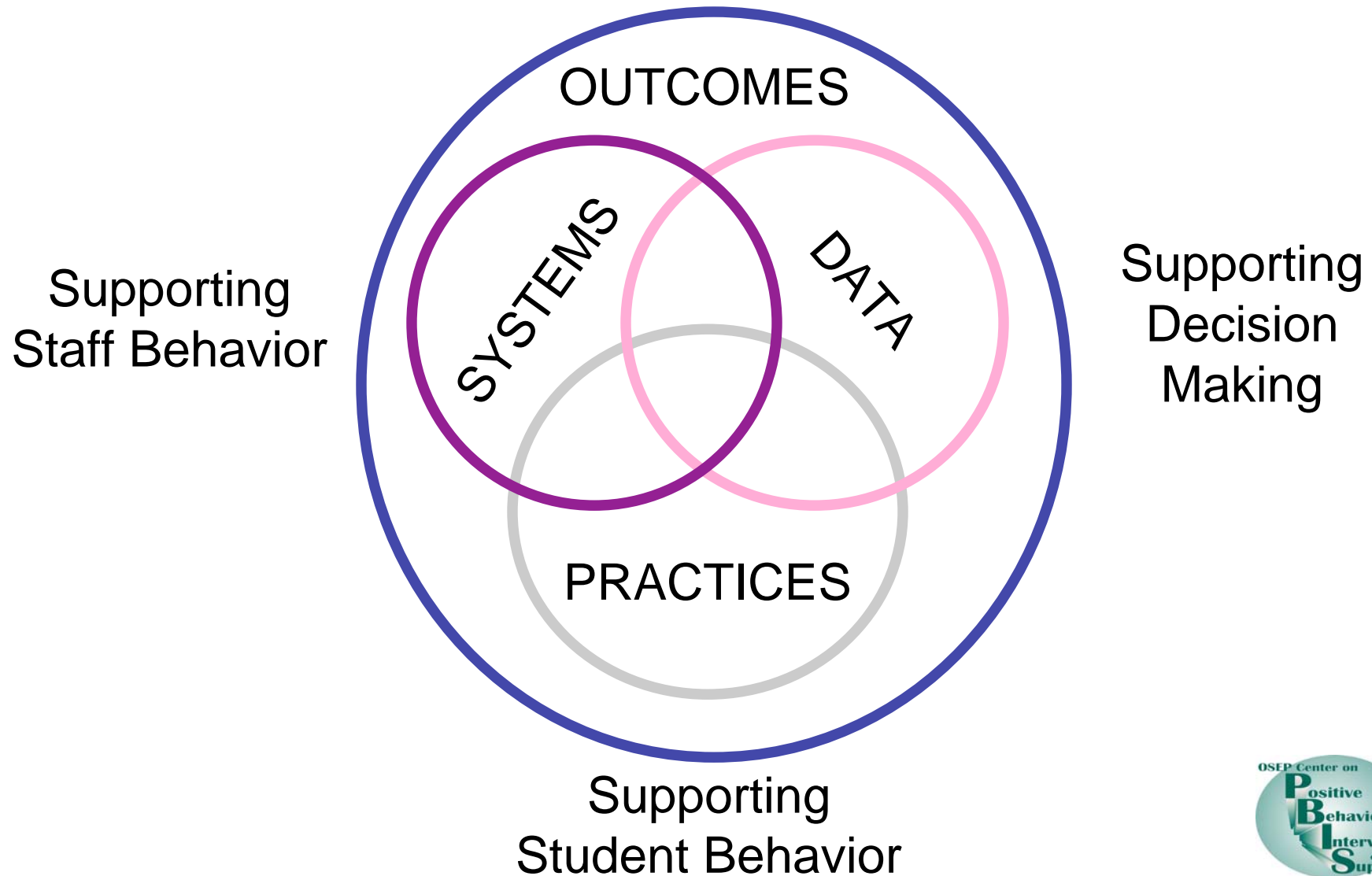
Designing MTSS Systems for Student Success

Academic Systems

Behavioral Systems



Social Competence & Academic Achievement



MTSS: Big Ideas

- 3-5 years
- Organizational Framework
- Critical Features
 - same across schools-
 - Implementation is unique to the culture of the school
- Invest in Capacity Building

Main Message!

*Successful Individual student behavior support is linked to **host environments** or school climates that are **effective, efficient, relevant, & durable***

(Zins & Ponti, 1990)



Districts with Schools Implementing MTSS

- Each school goes at their own pace
- Some school teams start with school-wide positive behavior support (SWPBS)
- Some start with school-wide academic systems change (SWAS)
- Some start both at the same time

Example of Implementation Over Time for SWPBS

Halls Ferry Elementary School				
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
High Five Approach - school wide social skill lessons Central Data System Produced school-wide expectations video Cafeteria routine and lessons				
Playground routine and lessons Produced bathroom expectations & routines video Produced indoor recess expectation & routines video				
Newcomer's Club Study Skills - Homework Support				
		Social Skills Club		
		FBA Training Coaches Training		
		Present to Board	Mentoring Champs Theater	
		District wide web based data system District level leadership team District level collaborative team District wide networking system		
				Classroom Bus expectations
				Function-Based Student Support Team

- Universal School-wide Systems
- Secondary / Targeted Group
- Tertiary / Individual Student
- District Level Systems



Example of a Self Assessment Checklist for Academic and Behavior Planning

Draft Document Being Piloted for
Schools Implementing Both
Academic and Behavior
Interventions



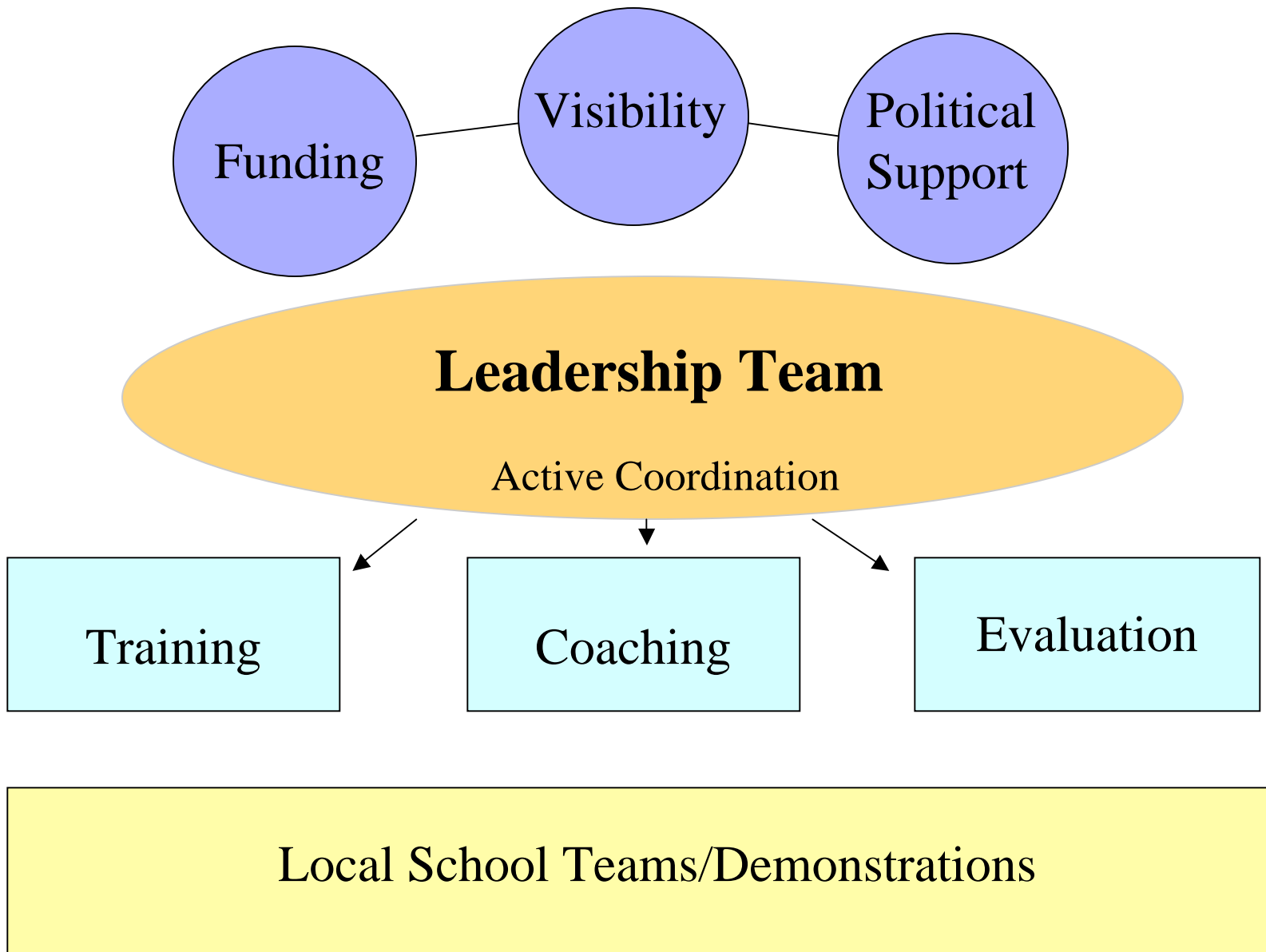
S = Social Competence
A = Academic

			Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started			
			Quarter: (MM/DD/YY)			
			1 st	2 nd	3 rd	4 th
A	Establish Commitment to Core Beliefs Core beliefs reviewed and agreed upon by majority of faculty.	Status:				
A	MTSS beliefs and how to achieve them integrated into existing school structures (ex., School Profile, Parent information).	Status:				
S-1	Administrator's support & active involvement.	Status:				
S-2	Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
SA-3	Establish & Maintain Team Team established (representative).	Status:				
SA-4	Team has regular meeting schedule, effective operating procedures.	Status:				
S-5	Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				

District-wide Planning

- Create vision for district
- Foundation and leadership
- Use of resources
- Internal expertise
- Ensure sustainability

SWPBS Organizational Logic



SMSD Strategic Plan for Student Success

Core Beliefs:

- Every student learns and continually achieves to high and challenging standards.
- Education includes both social and academic competencies.
- The teacher is the most important influence on student achievement.
- Everyone has an individual, collaborative, and collective responsibility for each student.
- Everyone in the educational community continually reflects and learns in an empowering culture.
- Change is inevitable and necessary; our response is intentional.

Mission Statement:

The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support

Shawnee Mission School District

7 DW Features to Consider

1. Leadership Team

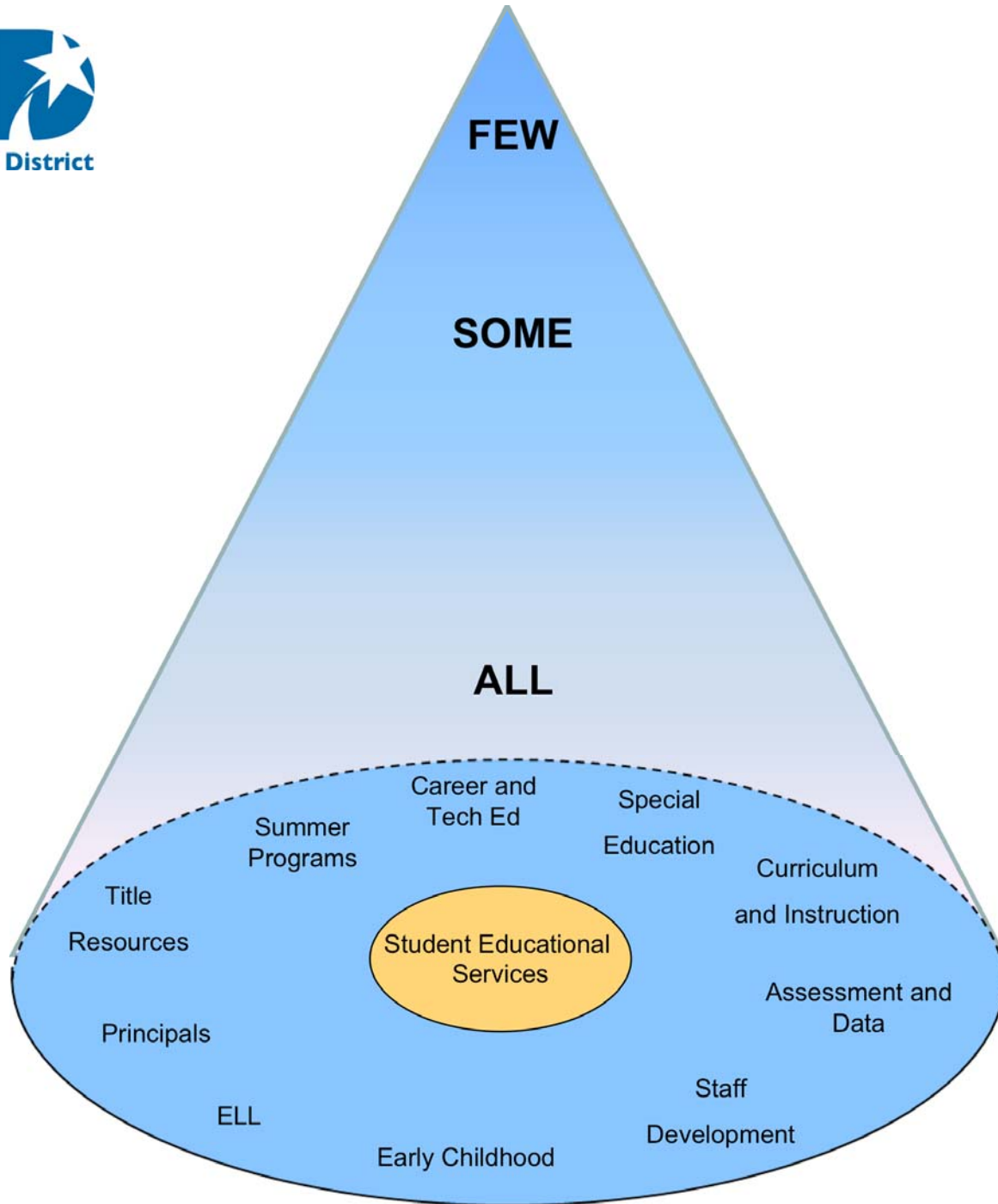
- Regular meeting (3-4/year)
- Consolidation & prioritization of related initiatives
- Organization of district resources
- DW action plan
- Liaison with district administration
- PBS visibility/priority

District MTSS Committee

Shawnee Mission School District

- Dr. Gillian Chapman Associate Superintendent for Ed. Services
- Betsy Degen Director, Curriculum and Instruction
- Bob Winkler Director, Assessment and Research
- Deborah Haltom Director, Special Education Services
- Jackie Mense Coordinator, Staff Development

- Carol Hailey Reading Resource Specialist
- Darcy Swan Reading Resource Specialist
- Deborah Schluben Math Resource Specialist
- Jennifer Bolend Math Resource Specialist
- Dave Butler School Psychologist
- Jodi Henderson MTSS/Rtl Facilitator
- Molli Armstrong-White MTSS/SWPBS Facilitator
- Alicia Dean Title I Resource Specialist
- Judy Bennett Grant Facilitator
- Dr. Dawn Miller Innovative Projects Facilitator



2. District-level Coordinator/Coach

- Facilitation/lead DW team
- Coordination of coaching activities
- Data management & program evaluation
- Link between team & superintendent's office
- Reminders & acknowledgement to coaches & teams



Coordinators

- District Innovative Projects Facilitator (1.0 FTE)
- District PBS Coordinator (.5 FTE)
- District Academic MTSS Coordinator (1.0 FTE)

Coach

Behavior

- Identified by school
- Monthly meetings
- Working on area supported coaching model

Academic

- Area under discussion
- Considering mirroring behavior model

3. Sustained Support From School Board

- Vocabulary
- Priority/commitment/agreement
- Expectation
- Budget
- Participation in implementation
- Implementation acknowledgement



Support from Board

- Presentation to Board by Assistant Superintendent
- Presentation to NEA by Asst Superintendent and building team

4. Specialized Behavior Capacity

- Practices & processes across continuum of positive behavior support
- Local specialized behavioral knowledge
- Function-based approach
- Priority to science of behavior & evidence based practices

Capacity

Behavior

- District Coach has gone through KIPBS training system and team will be discussing how to build capacity in the district

Academic

- Piloting intense book study for reading
 - Building teams
 - 2-3 year process
 - Focus on knowledge and skills related to intensifying instruction and changing initial evaluations
- CBE Training

5. 3-5 Year Action Plan

- Policy & approach
- Link to academic outcomes
- Activities for sustainability & enhanced efficiency
- Plan for on-going professional development
- Personnel, resources, budget, etc.
- School board blessing

6. Team “Coaching”

- Monthly contacts with school-based teams/quarterly contacts with DW team.
- Outcome emphasis
- Professional development
- “Positive nag”

Coaching (why?)

- Team start-up support
- Team sustainability/accountability
 - Technical assistance/problem solving
 - Positive reinforcement
 - Prompts (“positive nags”)
- Public relations/communications
- Support network across schools
- Link between teams
- Local coordination, leadership, facilitation

Coaching: Guiding principles

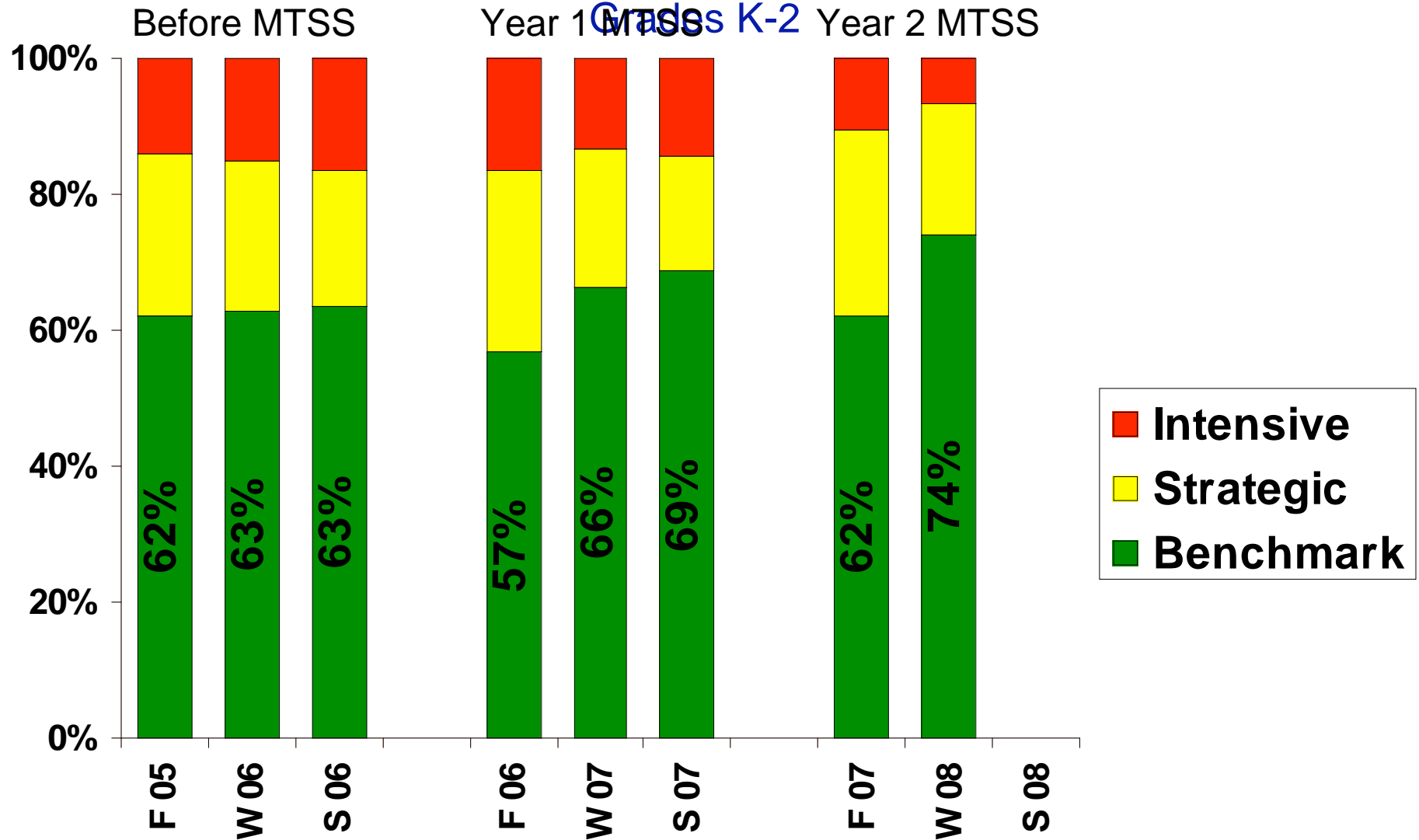
- Make someone else more effective
- Use examples when providing TA
- Practice for fluency
- Prompt & reinforce anything done less 3/year
- Self-assess continuously
- Provide 4 daily reinforcers

7. Data-based Decision Making

- Self-assessment
- Clear & measurable outcomes & questions
- Efficient data collection, storage, & summarization
- Data-decision rules & processes
- Quarterly/annually reporting

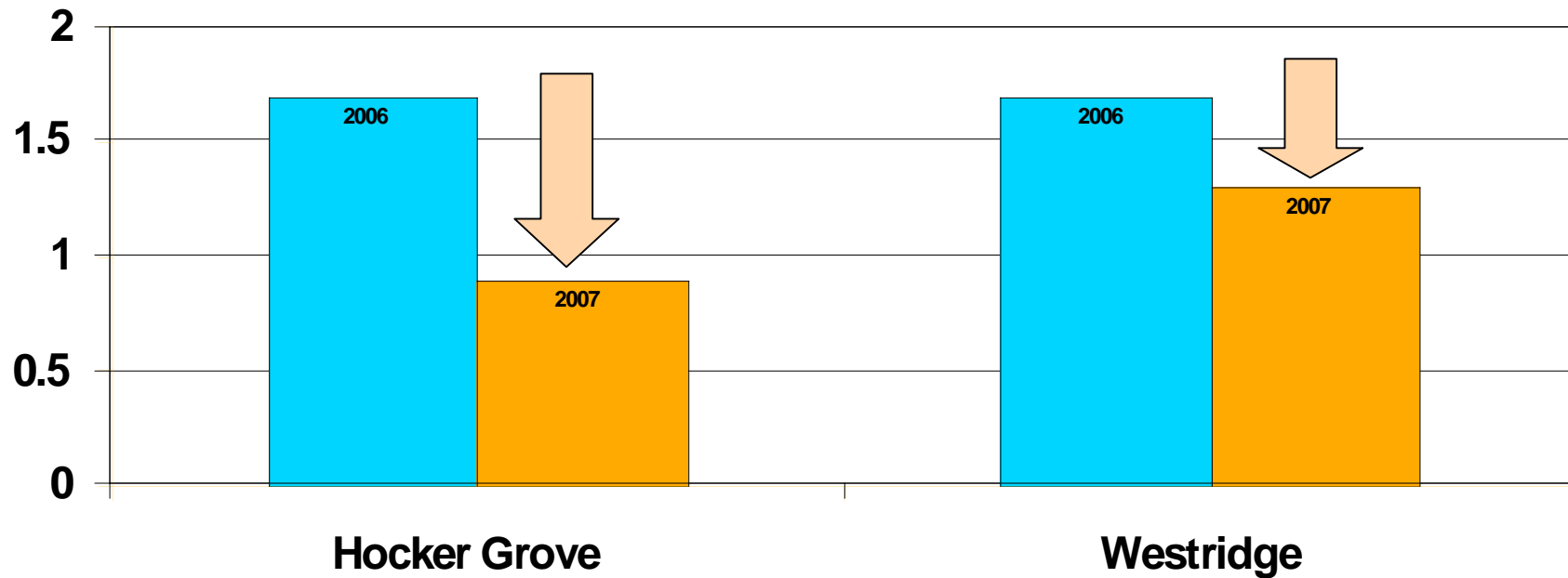
DIBELS Instructional Recommendations

Cohort Group A



Number of Referrals Per Student

All Students



PBS Leadership Team

- Meet on a regular basis
- Conduct a self assessment of district
- Create a 3-5 year action plan
- Support schools
- Evaluate results
- Disseminate findings (celebrate successes)

District Coordinator: Ongoing Responsibilities

- Facilitate leadership meetings
- Coordinate trainings
 - In some districts becomes the lead trainer
 - In some districts coordinates district trainers
- Summarize school data for district reporting
- Positive support to school coaches (“positive nag”)
- Oversee/coordinate training activities

District Trainers

- District builds internal expertise to train:
 - new school teams
 - Coaches
 - District inservices for all faculty
- District tertiary support system
 - Students who need highly complex PBS plans
 - After SIT teams have requested additional support

How Many District Trainers Are Needed?

- Depends on the number of schools who will be implementing within the district
- Identify personnel who are already providing similar types of support to students
- Focus on working smarter not harder with time and FTE (time)
- District PBS Coordinator may be identified as the lead trainer
 - Focus on tasks that need to be accomplished, not “title”

Behavioral Expertise

- Investing in professionals who will lead tertiary support team
- Utilize outside consultation strategically (e.g. Project Stay)
- District goal: Create tertiary district team that supports SIT process

Kansas Institute for Positive Behavior Support

- Highly intensive course
 - Monthly class
 - Year long training
 - Online assignments
 - Case studies with onsite support
- KIPBS Facilitators are trained across agencies
 - District teams seek out local facilitators
 - Partner with agencies (mental health, developmental disabilities) to support families



District Coordinator/District Trainer Activities

- Attend School team meetings
- Monthly coaches meetings
- District leadership team meetings
- District inservice training system
- Summarize evaluation data

Internal and External Coaches

- **Internal Coaches**

- 1-2 individuals within the school
- Facilitate team meetings
- Gain information to bring to teams, provide extra positive nagging, summarize data at the school level

- **External Coaches**

- Person outside of the school
- Supports up to 5 schools at .50 FTE (half time job)
- Supports the District Coordinator and Internal Coaches
- Used in districts who are “going to scale” with many schools implementing SWPBS

MTSS Communication: School Team Meeting Organization

School Planning Team

- SWPBS planning team meetings each month
- SWAS planning team meetings each month
- Quarterly meetings where both teams meet together

Coaches Meetings

- Coaches meetings occur with district coordinator monthly for SWPBS
- Coaches meetings occur with district coordinator monthly for SWAS
- Quarterly meetings where academic and behavior coaches meet together



MTSS Communication: District Team Meeting Organization

District Leadership Planning Teams

- SWPBS district planning team meetings each month
- SWAS planning team meetings each month
- Quarterly meetings where both academic and behavior teams meet together
- District Coordinator meets with coaches from schools

Review the EBS District Leadership Team Checklist

Conducting the District Self
Assessment



Example of Shawnee Mission's 3-Year Action Plan

Shawnee Mission School District
 Three Year District Action Plan
 April, 2008 Revisions

Month	Activity (Person's ¹)					
	Planning Team	Team Training and Planning	Coaches Training	Training Capacity	Evaluation	Involvement & V
Year 1 October	<p>Work group meets monthly initially</p> <p>Larger Leadership team meets monthly</p> <p>Complete self assessment and 3 year plan</p> <p>Checklist Started</p> <p>Annual staff development plan for 34 schools in process</p> <p>Elementary reading core is focus of district</p> <p>Specific interventions are also a focus this year</p>	<p>Confirmed Schools for Year 1:</p> <p>Westridge and Hooker Grove</p> <p>All SM Elementary schools are involved in reading academic MTSS</p>	<p>Establish Monthly Coaches Meeting</p>	<p>October Forum: behavioral specialist and school teams are attending from each school team</p> <p>1 Day Team Training</p> <p>1 Day Coach Training</p> <p>SWIS Facilitators Begin Supporting Schools</p>	<p>Leadership Team Checklist Completed</p>	

Month	Activity (Person's ³)					
	Planning Team	Team Training and Planning	Coaches Training	Training Capacity	Evaluation	Involvement & Visibility
Year 2 October	Work group meets monthly Larger Leadership team meets monthly	Team Meetings Teams Complete Self Assessment	Monthly Coaches Meeting	Year 1 New Teams (5) 1 Day Team Training 1 Day Coach Training Year 2 Teams (2) 1 Day Team Training 1 Day Coach Training October Forum: behavioral specialist and school teams are attending from each school team	Academic SET will be drafted	
November	Work group meets monthly Larger Leadership team meets monthly	Team Meetings	Monthly Coaches Meeting			
December	Work group meets monthly Larger Leadership team meets monthly	Team Meetings	Monthly Coaches Meeting Use coaches meeting to create trainer of trainers system for both			

Atchison District Action Plan: Year 4+

- First 3 year plan is now complete
- District is now moving towards MTSS action planning
 - Secondary schools working with state academic MTSS efforts
 - District model for MTSS in place
- Second action plan still focused on school-wide positive behavior support
- Next steps: building in academic action planning

Atchison District Action Plan

Online Resources

Kansas School-wide Positive Behavior Support Information

- www.pbskansas.org
(Go directly to this link for the school-wide PBS section:
<http://www.pbskansas.org/schoolwide/index.html>)

School-wide Information System (SWIS)

- www.swis.org

Kansas Tertiary Training System

- www.kipbs.org



National School-wide Positive Behavior Support Information

- TA Center Home Page: www.pbis.org
- TA Center State & District Blueprint:
<http://www.pbis.org/tools.htm>
- Video Clips introducing School-wide PBS and Reading Interventions

http://www.pbis.org/PBIS_videos.htm

