

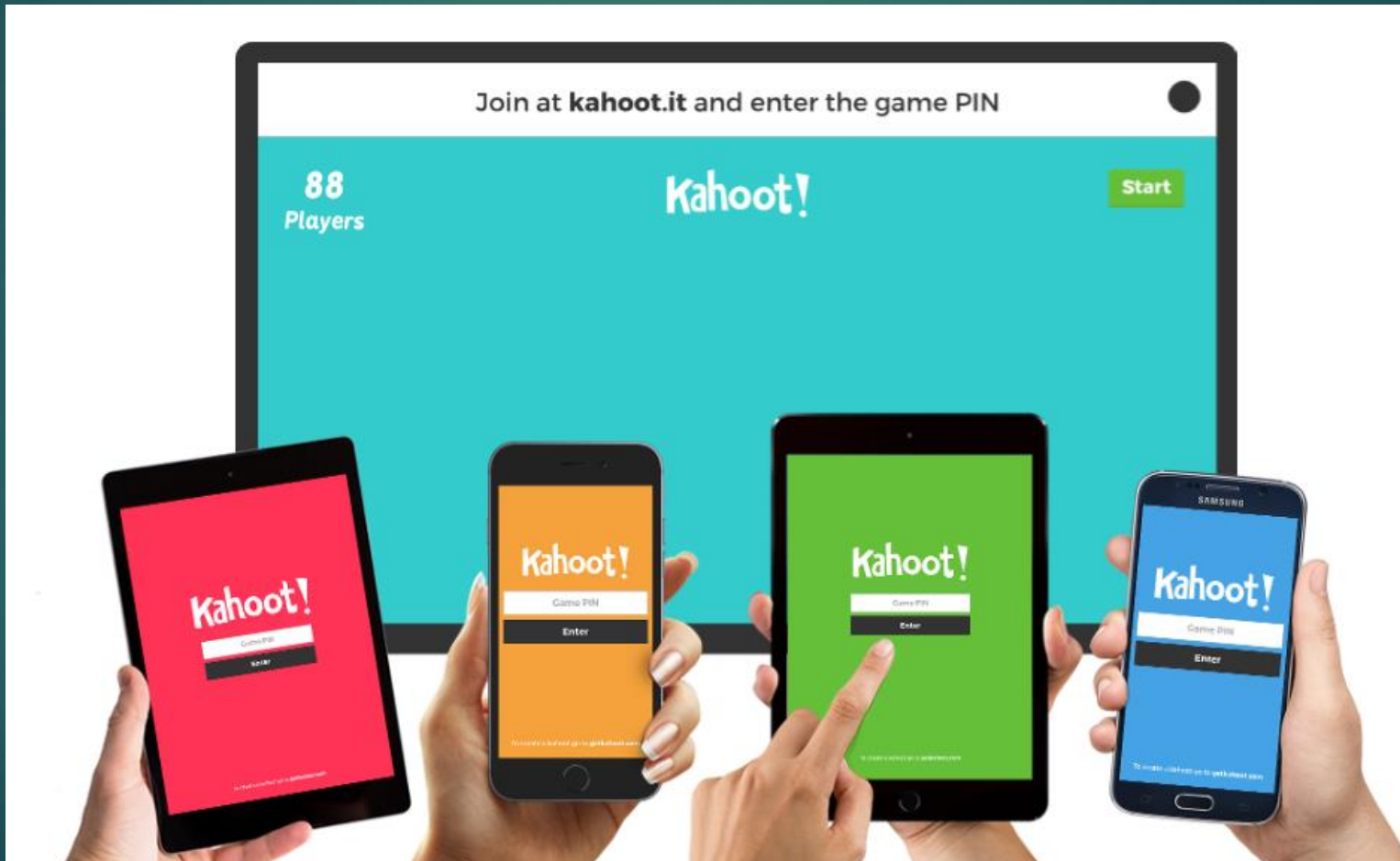
Adopting a Unified MTSS in a Large School System: Successes and Lessons from Baltimore County

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Self-Assessment

Go to www.kahoot.it on your device or phone



Baltimore County Public Schools

- ▶ Large and diverse school system
 - ▶ 25th largest school district in U.S.; 3rd largest in Maryland
 - ▶ 173 schools
 - ▶ Over 111,000 students

- 0.4% American Indian/Alaskan Native
- 6.8% Asian
- 38.9% Black
- 8.2% Hispanic
- 0.1% Native Hawaiian or Other Pacific Islander
- 41.1% White
- 4.4% Two or More Races
- 11.5% receiving special education services
- 3.9% English language learners
- 46.8% eligible for free and reduced price meals
- 106 countries; 80 languages

Baltimore County Public Schools

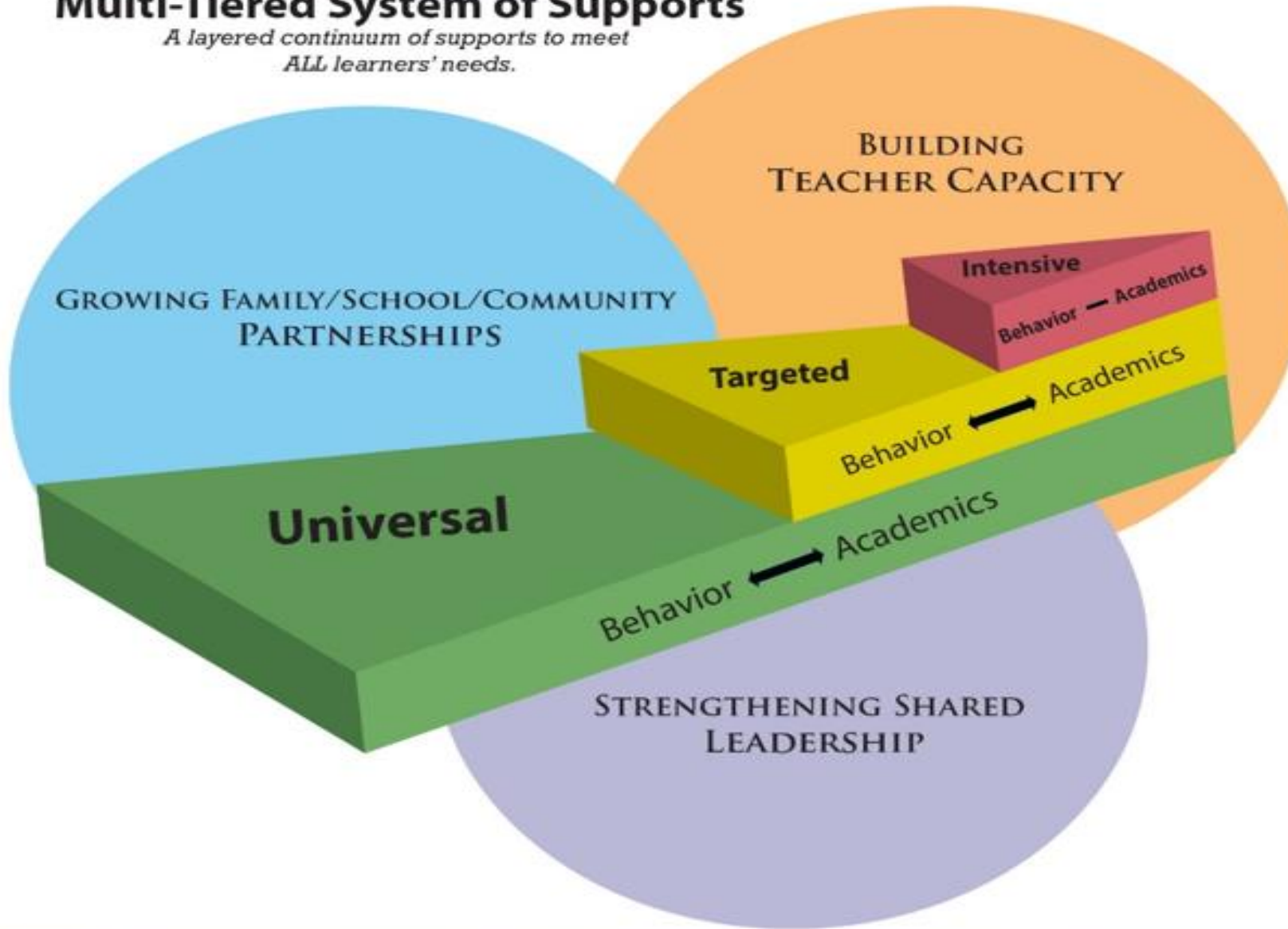
- ▶ History of student support services and partnerships
- ▶ Systemic need for a consistent approach to providing support to students
- ▶ 2014 needs assessment identified need for a continuum of coordinated and integrated services (MTSS)

What is MTSS?

- ▶ **The Multi-Tiered System of Supports (MTSS)** is a **framework** to guide schools to provide a continuum of prevention and intervention services and supports
- ▶ **Instruction and intervention** is provided in **varying intensities** based on the needs of students
- ▶ **“Need-driven” decision-making** ensures that county and school resources get to the right students (and schools), at the right time, and at the appropriate level to accelerate student performance

Multi-Tiered System of Supports

A layered continuum of supports to meet ALL learners' needs.

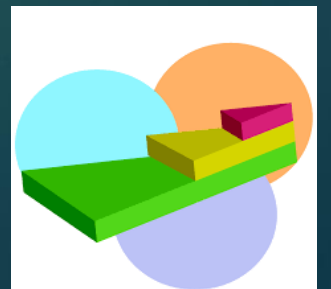


Development of BCPS' MTSS

- ▶ Development of workgroup
- ▶ Identified district-wide needs using SHAPE assessment
- ▶ Developed list of required components within MTSS
- ▶ Defined elements of MTSS and described how they may look in BCPS
- ▶ Created MTSS outline to share with BCPS leadership
- ▶ Began training school teams

BCPS' Multi-Tiered System of Supports

- ▶ Components:
 - ▶ Problem Solving Process
 - ▶ Data Collection (Screening)
 - ▶ Services and Supports at Tiers 1, 2, and 3 using EBPs
 - ▶ Teaming
 - ▶ Progress Monitoring
 - ▶ Training



Evidence-Based Practices (EBPs)

- ▶ What is an evidence-based practice?
 - ▶ Evidence-based services or intervention
 - ▶ Based directly on scientific evidence
 - ▶ Evaluated in large-scale studies
 - ▶ Shown to reduce symptoms and/or improve functioning

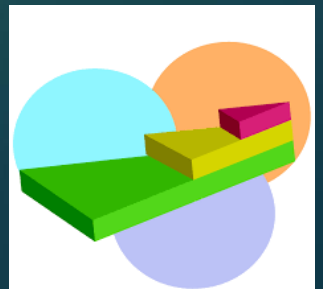
Components of BCPS MTSS

▶ Problem Solving Process

- ▶ Step 1: Define the Goal
- ▶ Step 2: Root Cause Analysis
- ▶ Step 3: Develop/implement plan using evidence-based strategies
- ▶ Step 4: Evaluated effectiveness of the plan- progress monitoring



<http://florida-rti.org/floridaMTSS/index.htm>



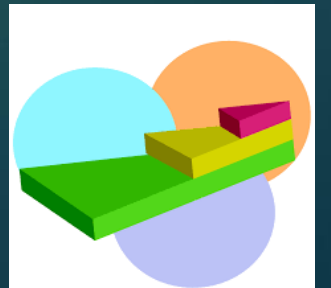
Challenges and Lessons Learned: Problem Solving Process

Challenges	Next Steps
Lack of using data to inform decisions	Provide a data driven problem solving dialogue story script
Strong focus on unalterable factors	Reframe our conversations during the problem solving discussion
Common quest for a quick, on-the-spot fixes when the data doesn't look how we want it to look	Re-engage in the problem solving process

Components of BCPS MTSS

▶ Data Collection

- ▶ School teams charged with planning should look at school-wide data under tier 1, and student data for tiers 2 and 3
- ▶ Possible data to review:
 - ▶ Discipline referrals
 - ▶ Academic Performance
 - ▶ Attendance
 - ▶ Community Agency Data
 - ▶ Climate Survey
 - ▶ Assessment Data



Critical Questions

- ▶ What data are available to inform our problem solving process?
- ▶ Who has access to the data?
- ▶ Where is the data stored?
- ▶ How often is it collected? When is it reviewed by teams, staff, etc.?
- ▶ Who is responsible for the data? Who compiles and looks at it?
- ▶ With whom is the data shared? How is it communicated?
- ▶ What is the process for responding to the data?



Challenges and Lessons Learned: Data Collection

Challenges	Next Steps
Data is not consistently collected and analyzed	Support schools in developing a data collection system Train schools on the available screening data at Tier 1 and how to use it to inform system practices
No systematic data collection process in the school/district	
Schools are reviewing and using data at Tiers 2 and 3, but not Tier 1 (school wide data)	

Components of BCPS MTSS

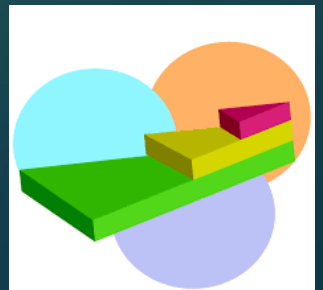
- ▶ Teaming
 - ▶ Effective leadership
 - ▶ Include various members, depending on need
 - ▶ Data-based problem solving
 - ▶ Shared consensus



Components of BCPS MTSS

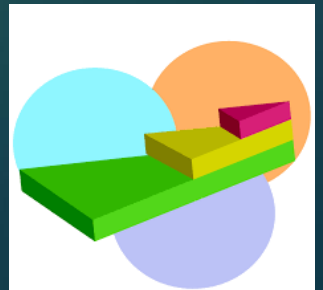
▶ Teaming

- ▶ Tier 1: One or multiple multi-disciplinary teams
- ▶ Team members include individuals who are knowledgeable about expected school wide (or grade level) expectations and have an in-depth understanding of specific challenges in the school



Components of BCPS MTSS

- Teaming
 - Tier 2/3: SST and IEP
 - Team members are included according to their knowledge of the student, grade level expectations, the problem solving process, evidence based academic and behavioral interventions, progress monitoring, and diagnostic assessment to inform planning
 - Parents included

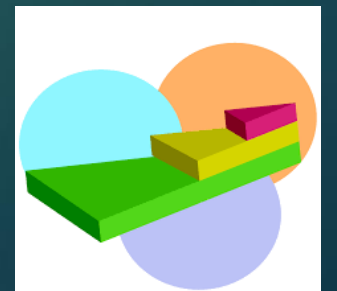


Challenges and Lessons Learned: Teaming

Challenges	Next Steps
School-wide and individual problem-solving teams often work in “silos”	Assist schools in making connections between teams, resources, and the systematic and effective use of data
Lack of coordination of staff and school resources	Provide training for effectively addressing needs with school wide and classroom practices
Teams “admiring the problem” vs. using data to inform decisions	Develop a common understanding and consensus of the purpose of the teams (Student goals or outcomes at Tier 2 and Tier 3 should be the same as Tier 1)
Ownership of student concerns	Ensure appropriate membership of teams depending on type of concern
Conflicting “visions”	Gain leadership support to improve accountability
Need for strong support from leadership	

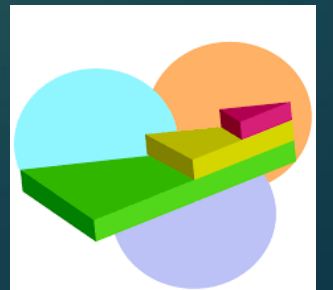
Components of BCPS MTSS

- ▶ Tier 1: **Universal Prevention**
- ▶ **Required Elements** Include:
 - ▶ Positive Behavior Supports
 - ▶ Social-Emotional Learning Program
 - ▶ School-wide Mental Health Promotion and Prevention Activities
 - ▶ Positive and Sustainable School Climate
 - ▶ Teaming
 - ▶ Screening
 - ▶ Teacher Consultations



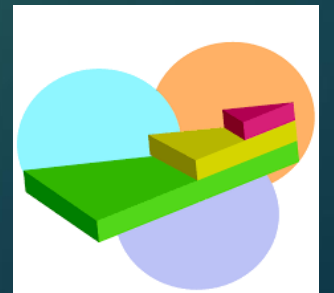
Components of BCPS MTSS

- ▶ Tier 2: **Early Intervention/Targeted**
- ▶ **Required Elements** Include:
 - ▶ Group Interventions
 - ▶ Brief Individual Support
 - ▶ Mentoring
 - ▶ Teaming
 - ▶ Behavior Supports



Components of BCPS MTSS

- ▶ Tier 3: **Intensive Intervention**
- ▶ **Required Elements** Include:
 - ▶ Individual Interventions
 - ▶ Crisis Response Plan
 - ▶ Teaming
 - ▶ Intensive Student Behavior Plan
 - ▶ Referral Process

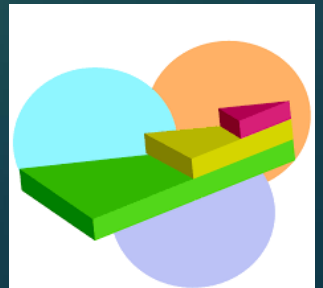


Challenges and Lessons Learned: Tiered Interventions

Challenges	Next Steps
Large school district with diverse needs	Allow schools to choose their own evidence-based interventions using a decision-making tool (ex. The Hexagon Tool) Create a website database to share information about interventions Partner with University of Maryland to identify essential components of SEL and develop practice guides for school staff
Schools want specific information about available evidence-based practices (EBPs)	
Strong Tier 2 and Tier 3 interventions, but need for Tier 1/universal prevention for social-emotional learning (SEL)	

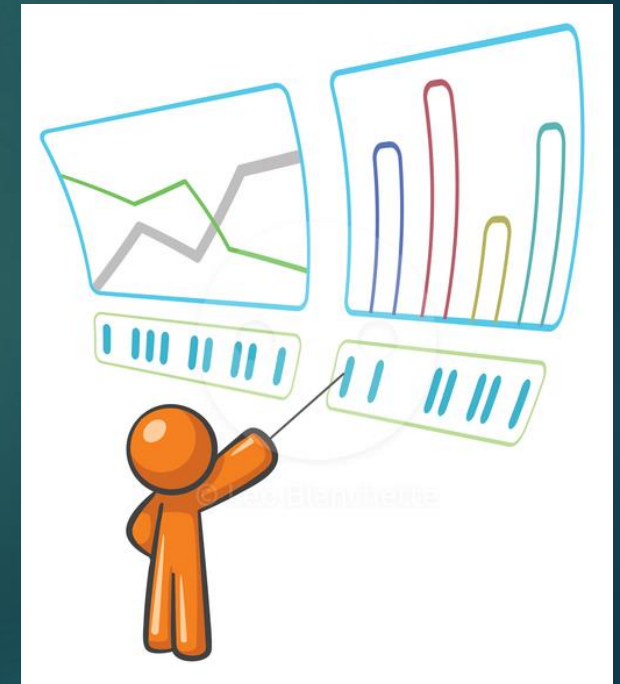
Components of BCPS MTSS

- ▶ **Progress Monitoring**
 - ▶ Data and tools
 - ▶ Frequency
 - ▶ Decision rules
 - ▶ Scheduled data discussions
 - ▶ Evaluate effectiveness
 - ▶ Make adjustments as needed
 - ▶ Fidelity



The SHAPE System

- ▶ Hosted by the National Center for School Mental Health at the University of Maryland School of Medicine
- ▶ National Quality Initiative: Effort of Center for School Mental Health and School-Based Health Alliance
- ▶ Free, private, web-based portal
- ▶ <http://theshapesystem.com>
- ▶ School teams collaborate to document, track and advance MTSS goals
- ▶ Feedback provided based on data submitted
- ▶ Access resources related to MTSS development



Challenges and Lessons Learned: Progress Monitoring

Challenges	Next Steps
Schools not monitoring the fidelity of implementation of interventions when evaluating student progress	Train schools regarding monitoring student progress as well as evaluating fidelity
No systematic data collection method and system for monitoring student progress and fidelity of implementation	Determine data collection methods and a schedule for progress monitoring at each tier
Staff new to building with limited knowledge of baseline data regarding school-wide strengths and needs	

Components of BCPS MTSS

▶ Training

- ▶ Provided training to school teams
- ▶ Student Support Team: Principal/Assistant Principal, Counselor, School Psychologist, School Nurse, School Social Worker, Teacher, etc.
- ▶ 1.5 day training with time for planning
- ▶ Other schools came to present on tier 1 interventions

Challenges and Lessons Learned: Training

Challenges	Next Steps
Limited time and availability for training	Offer training in the summer and provide stipends to 10 month staff
Schools want to learn about specific interventions and how to implement	Invite “model” schools to present on Tier 1 interventions/universal prevention that are being implemented
Need for additional follow-up training and technical support	Schedule site-based team time to further develop framework Provide follow-up training and develop an internal fidelity checklist tool to assess growth and ongoing areas of need

Other Challenges and Barriers

- ▶ Coordination between central offices
- ▶ Sustainability of programs that may be considered
- ▶ Available staff to provide ongoing coaching and technical support



Successes

- ▶ BCPS has strong Tier 2 and Tier 3 supports and services in place in many schools
- ▶ SHAPE assessment useful in identifying strengths and needs
- ▶ Individual team training permitted networking between schools and central office staff
- ▶ Created planning tool to support schools and gather information about what programs/interventions are being implemented
- ▶ Linkage with existing School Progress Plan



Next Steps

- ▶ Continue reviewing MTSS and refining definitions
- ▶ Create MTSS website database to share information about BCPS approved EBPs with schools
- ▶ Partner with Center for School Mental Health to identify common elements to Social-Emotional Learning programs and develop training modules to be implemented in BCPS
- ▶ Learn from schools who have completed the training and begun implementation of MTSS



Think and Discuss

- ▶ What are some challenges or barriers your school and/or district faces in developing and implementing a MTSS framework?
- ▶ How could these challenges be addressed?
- ▶ Share and compare with someone else

Component	Challenges/Barriers	Next Steps
Problem Solving		
Data Collection		
Teaming		
Tiered Interventions		
Progress Monitoring		
Training		

Questions?

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development of the BCPS MTSS contact:

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Thank You!