
MTSS: Creating the Conditions for Inclusionary Practices

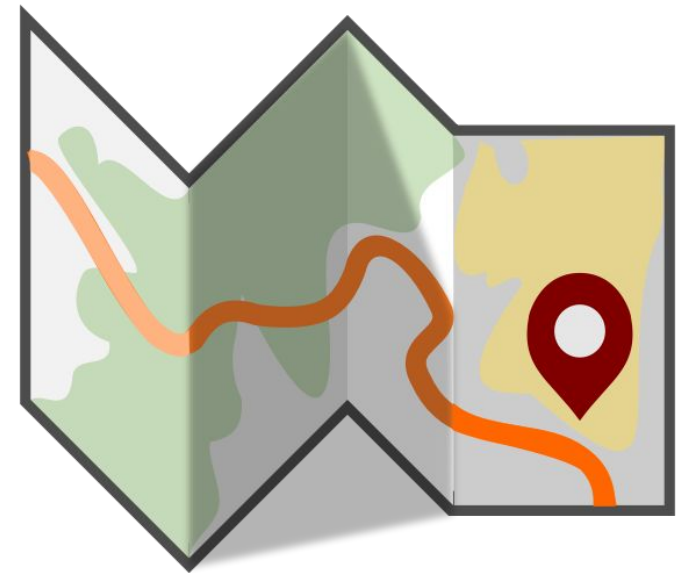
MTSS FEST 2023

About me:

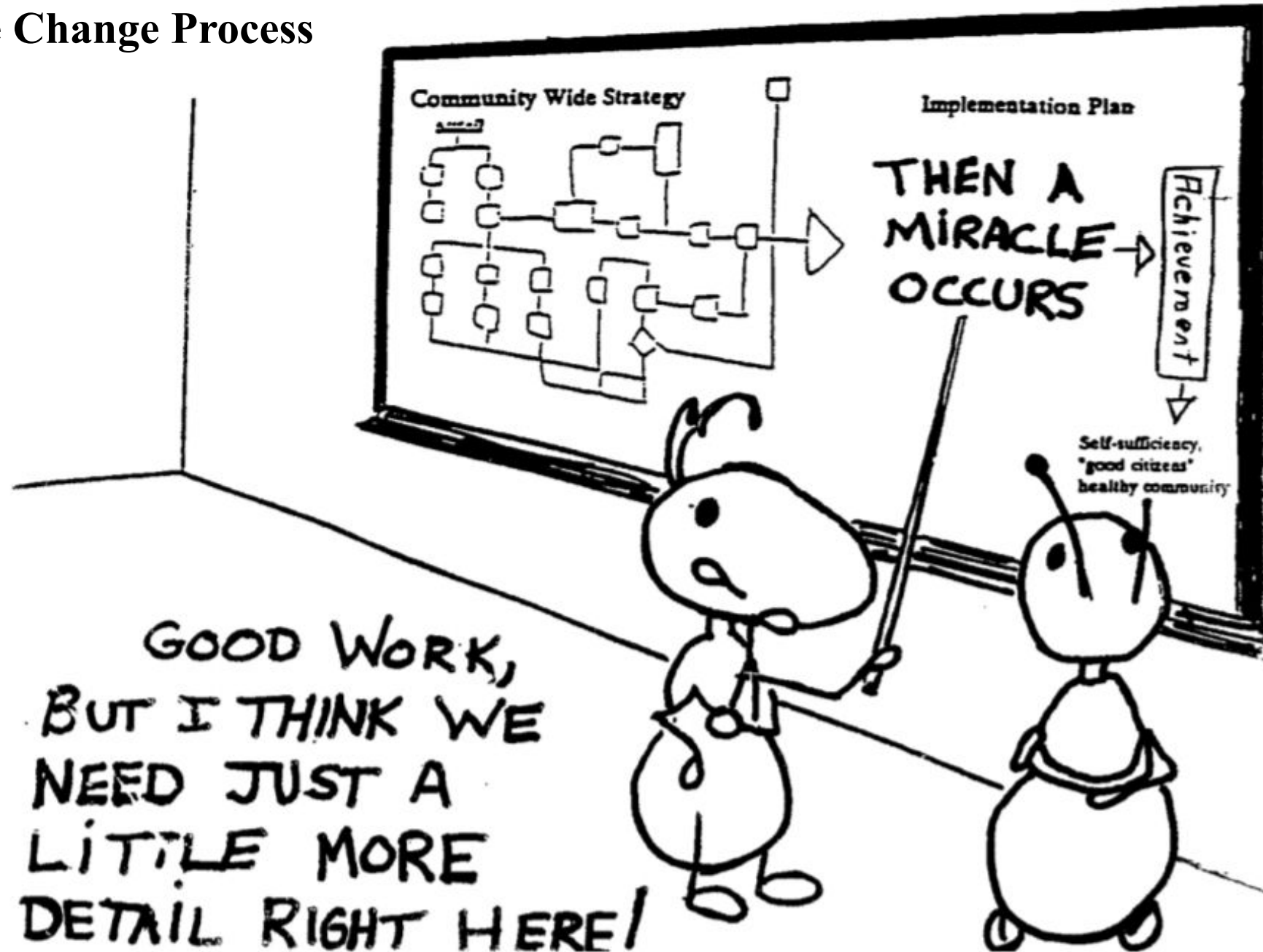
- Teacher, BCBA, Program Specialist, Instructional Coach, Administrator, Consultant
- 20 + plus years in special education field
 - B-3, Preschool, Elementary, High School, Transition
- Overlapping 10 years in MTSS
 - led initial MTSS implementation with robust PDSA cycle
 - school and district implementation coaching
 - specialize in low barrier, sustainable interventions

Today's Learning Objectives:

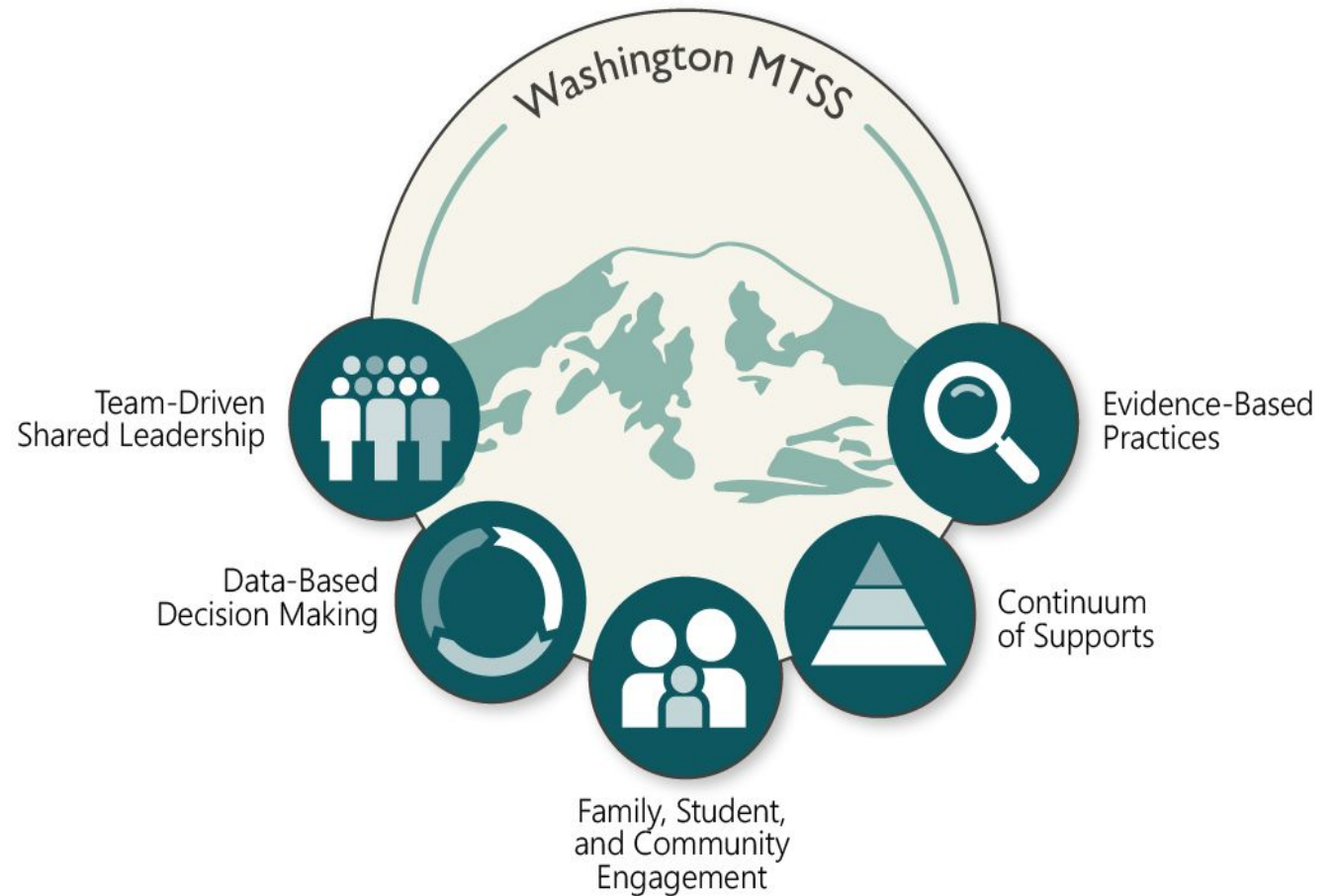
- Increase foundational understanding of Washington State MTSS framework
- Learn how WA MTSS framework supports the conditions for Inclusionary Practices
- Highlight opportunities for collaboration across cascading supports in Washington State



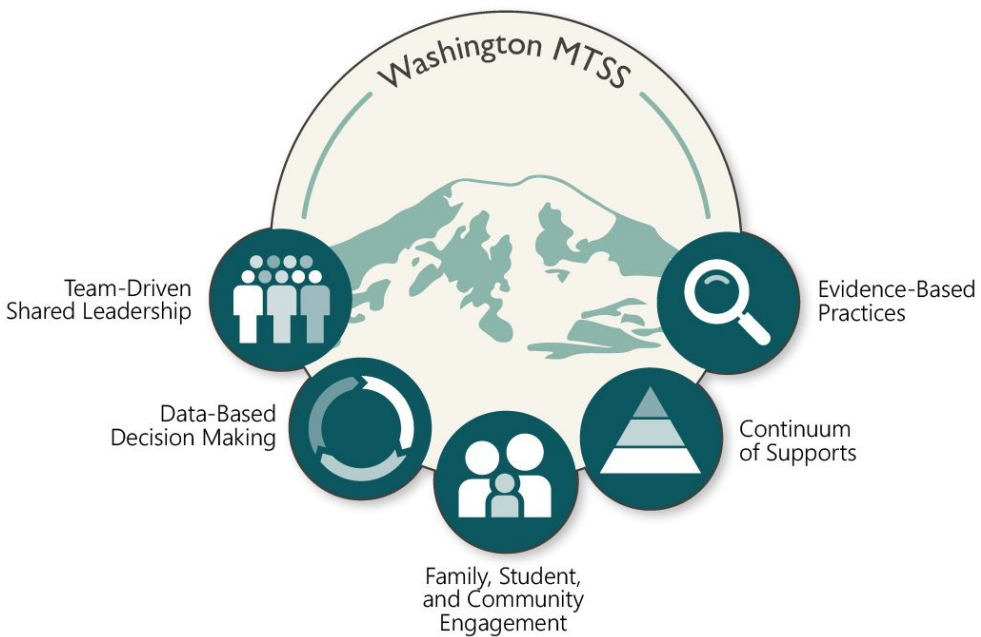
The Change Process



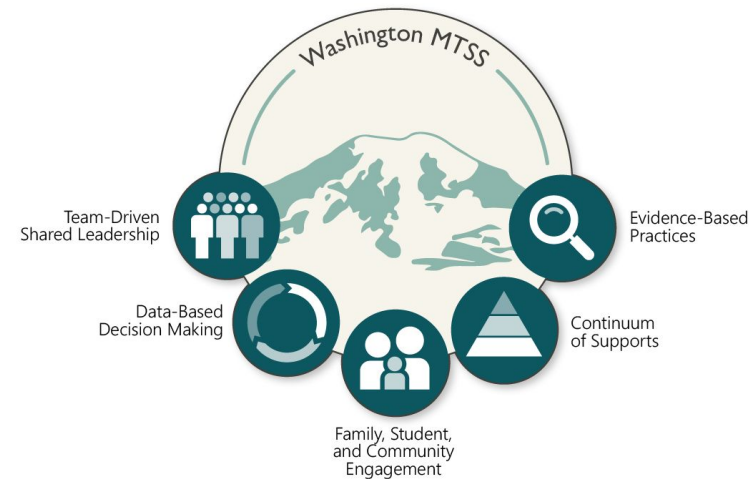
Washington's Multi-Tiered System of Supports Framework



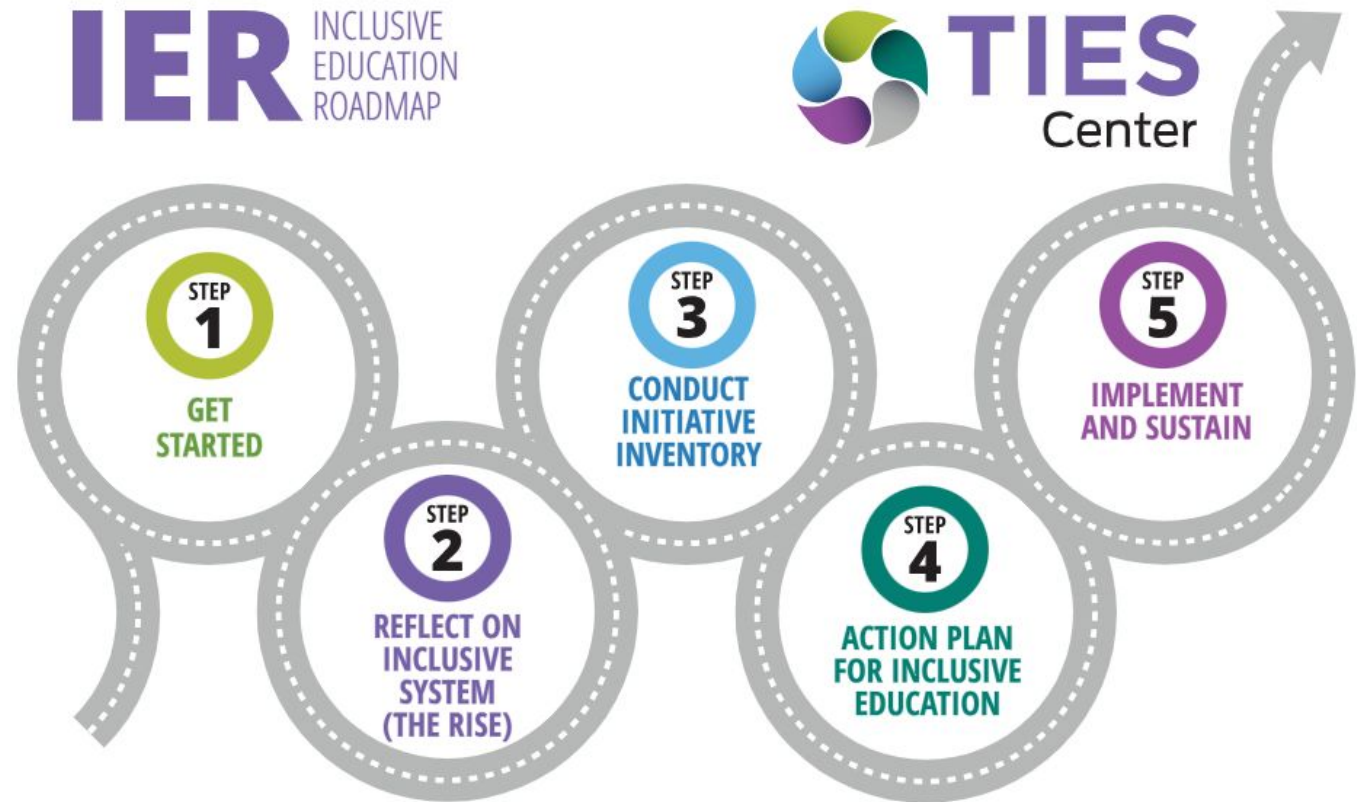
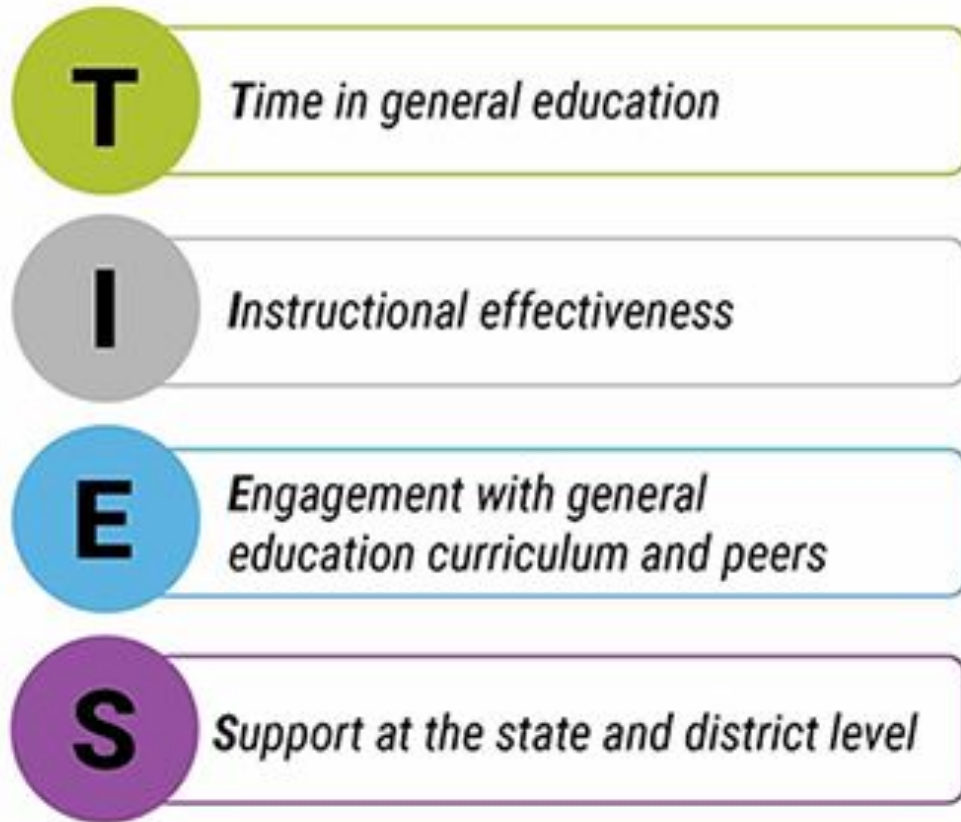
5 Core Components of WA MTSS



- Team Driven Shared Leadership
- Data Based Decision Making
- Family, Student, and Community Engagement
- Continuum of Supports
- Evidence Based Practices



TIES Center Model for Systems Change



Team-Driven Shared Leadership

- Capacity Building including diversity and equity
- Support adults in MTSS implementation
- Ongoing training & support
- Data collection and analysis – Data-Based Decision Making
- Implementation fidelity measurement tools
 - Examples include District Capacity Assessment (DCA) & Tiered Fidelity Inventory (TFI)
- Decisions that create the conditions for Inclusionary practices



No Implementation Team



From “Letting it Happen”

14%
17
Years

Implementation Team



To “Making it Happen”



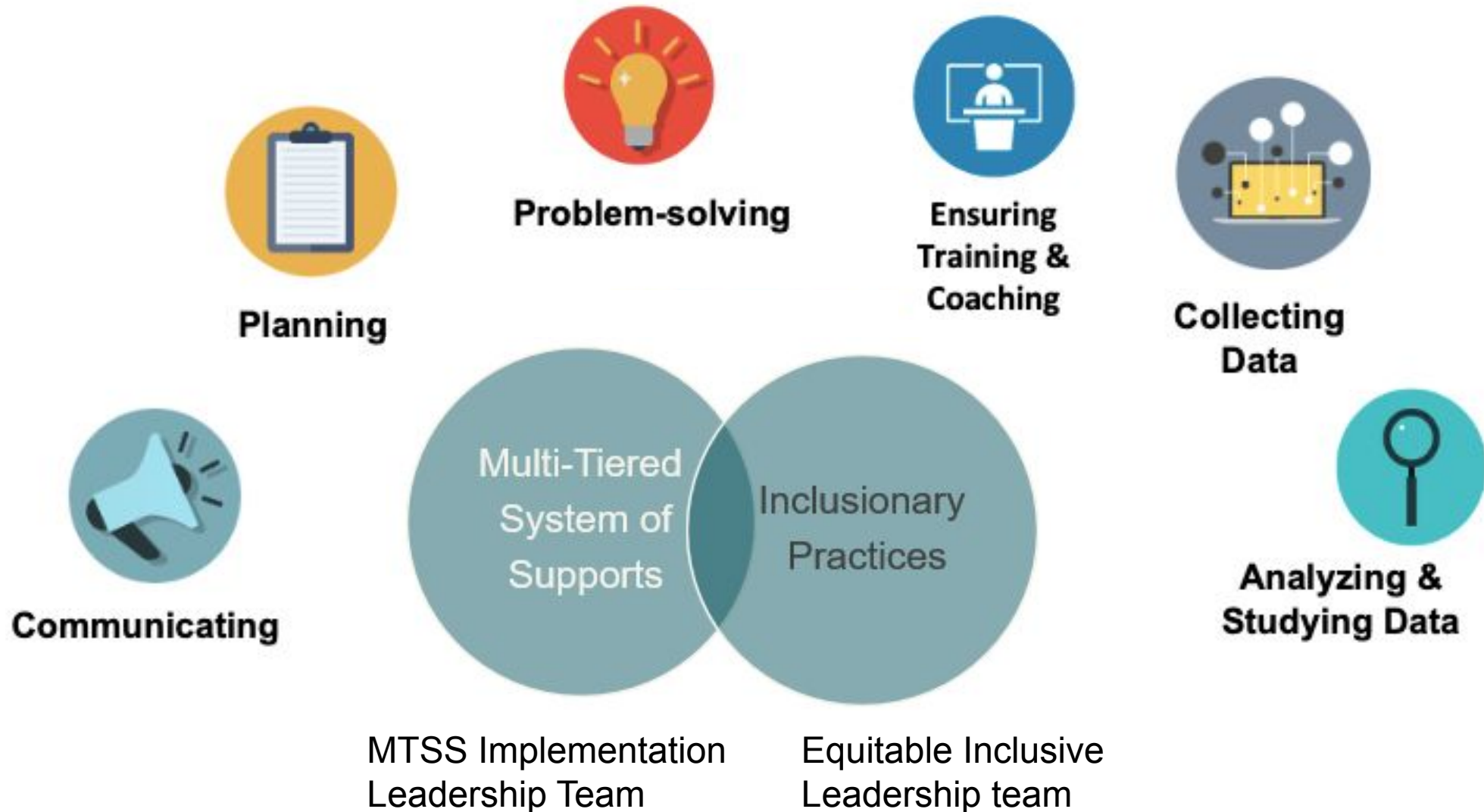
Improvement in
Intervention Outcomes

80%
3 Years

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005



Implementation Team: Functions



Overlapping Functions of Implementation Team

Communication

- Establishes a two-way communication with community, staff, students, and families
- Creates systems for communication that withstand turnover



Collecting and Analyzing Data

- Team decision about what data to collect to inform implementation of MTSS and its effect on Inclusionary Practices
 - Strength of Tier 1 and Tier 2

Planning

- Uses data (like Initiative Inventories) to edit and prioritize components of implementation
- Conducts self-assessments to create action plan for implementation steps

Overlapping Functions of the Implementation Team:



Problem Solving

- Structures schedules to include co-teaching and co-planning
- Makes budgetary decisions that support inclusion like co-teaching and co-planning
- Makes hiring decision based on mindset and in support of co-teaching and co-planning

Ensuring Training and Coaching

- Develops and executes Professional Development based on needs
- Focuses PLCs on relevant topics for implementation of practices that support Inclusion
- Create and foster a culture of coaching and collaboration (stepping back again, make planning decisions in support of coaching and collaboration)

Evidence Based Practices

Activities, Strategies, & Interventions Proven to Improve Inclusive Student Outcomes

Curriculum & Practices – research based

- Aligned to Grade Level Standards
- Is adaptable to learner variability
- Inclusive for all learners

Intervention

- Aligned to Core Curriculum
- Explicit instruction for skill development
- Delivered with fidelity across tiers
- Data shows positive impact



Continuum of Supports

Tier 1 is Accessible to All Students

- Equitable access to universally designed instruction & supports
- Behavioral supports are embedded into routine, explicitly taught, and prevention focused

Tier 2 is needed by some students

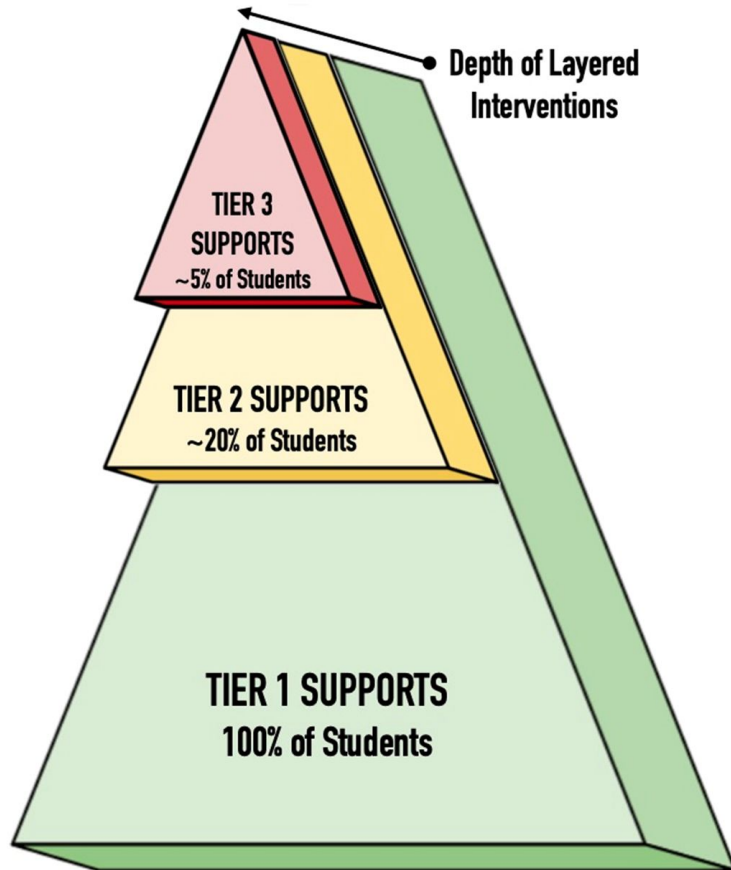
- Responsive to student need
- Frequent progress monitoring with data-based decisions
- Explicit instruction with increased opportunities to practice

Tier 3 is needed by few students

- Data-based individualization
- Explicit instruction with increased opportunities to practice and receive specific, frequent feedback



Continuum of Supports



Tier 3 Intensive and Individualized Support
5% of Student Population

Tier 2 Targeted and Small Group
15% - 20% of Student Population

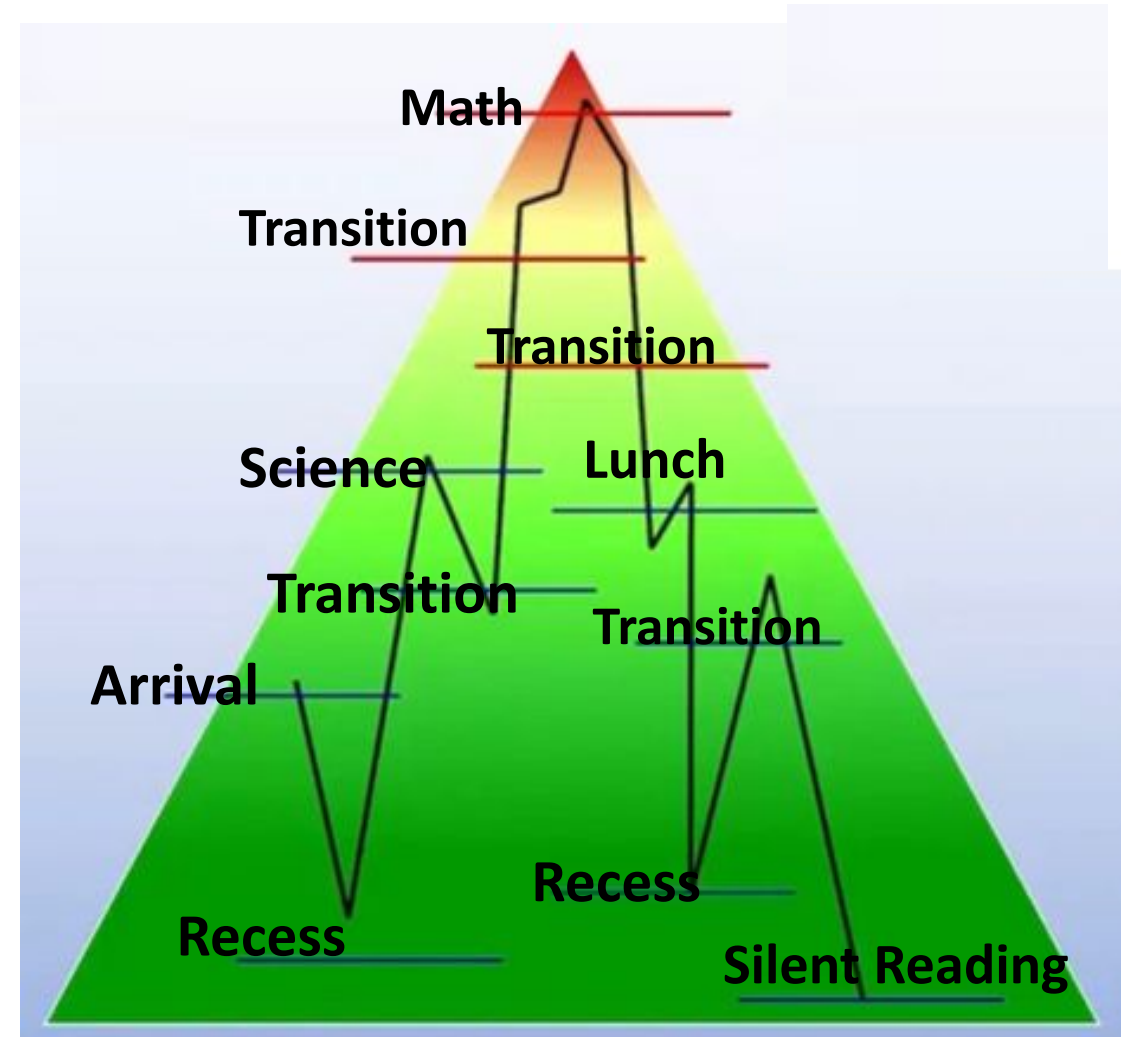
Tier 1 Universal Support for ALL Students
100% of Student Population

Each layer of support is stacked upon the previous.

Continuum of Supports in Action

Inclusionary Tiered Supports:

- responsive to student need
- considered in context of the activity
- provided in the least restrictive setting
- a component of Universal Design



Data-Based Decision Making

Data for Informed Decision-Making

- Fidelity -DCA, TFI/R-TFI, ECBoQ
- School-wide behavioral data
- School-wide academic data
- Screening data
- Initiative Inventory

Agreed Upon Process

- Plan-Do-Study-Act
- Improvement science

Disaggregated Data

Use of Several Data Sources



Evidence Based Practices

Implementation Science

- Stages of Implementation
- Plan, Do, Study, Act
- Coaching

Evidence-based practices - systems level

- Schedules ensure access to general education setting and curriculum
- Conditions for collaboration and coaching are established
- Decisions are made that remove barriers and offer support for effective instruction in general education



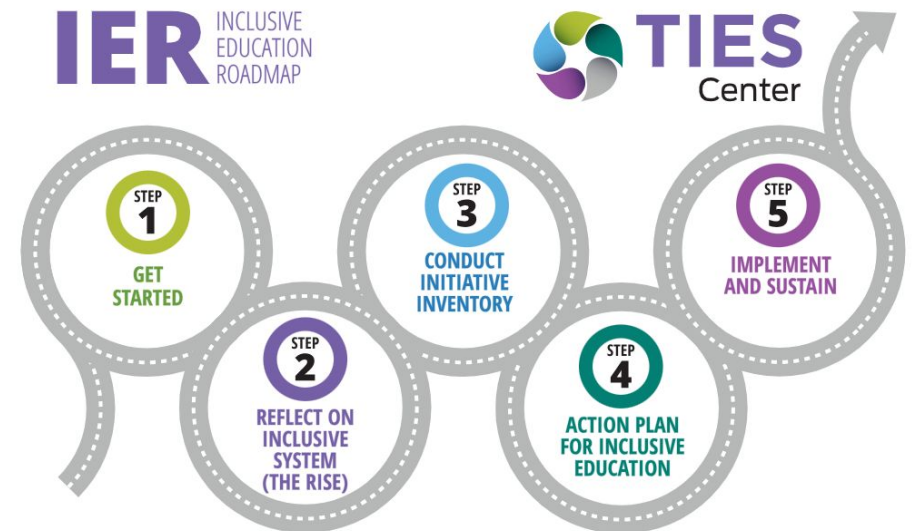
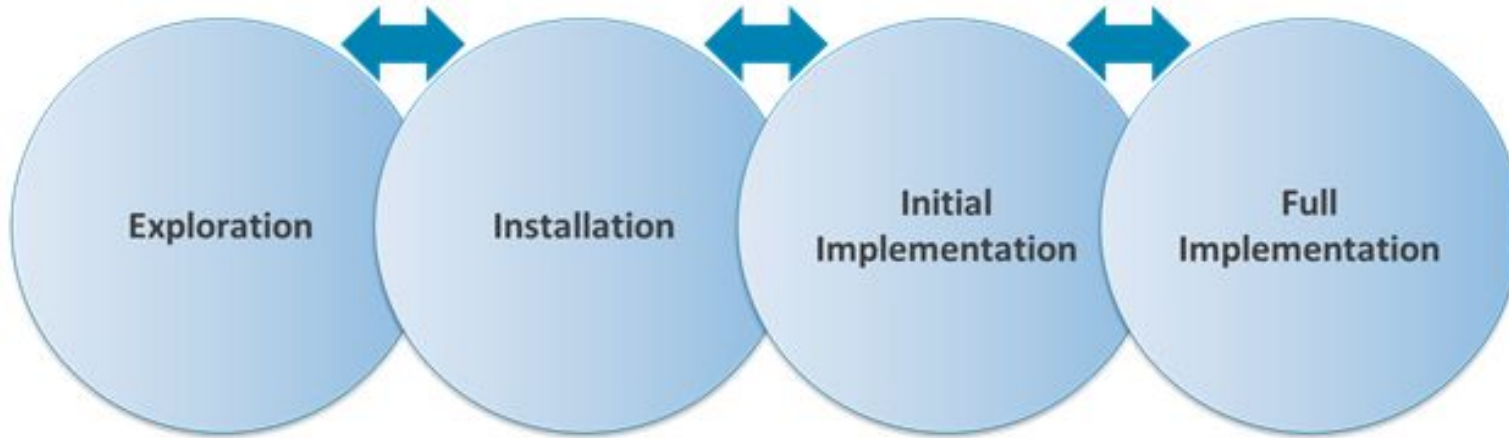
**ACTION PLAN
FOR INCLUSIVE
EDUCATION**



**IMPLEMENT
AND SUSTAIN**



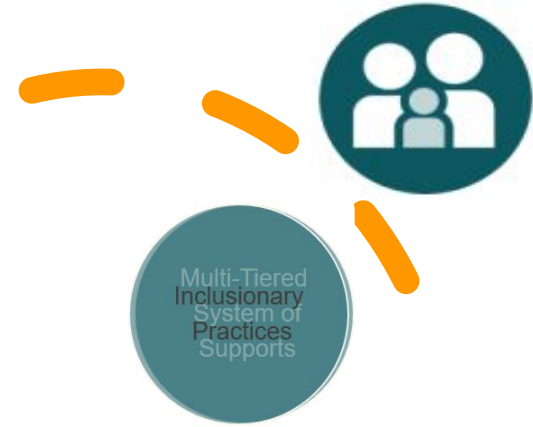
Implementation Stages



The power of (and need for) coaching

	OUTCOMES % of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom		
	Knowledge	Skill Demonstration	Use in the Classroom
TRAINING COMPONENTS			
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Family, Student, & Community Engagement



Family Involvement – Systems Reflect Values and Needs of Community

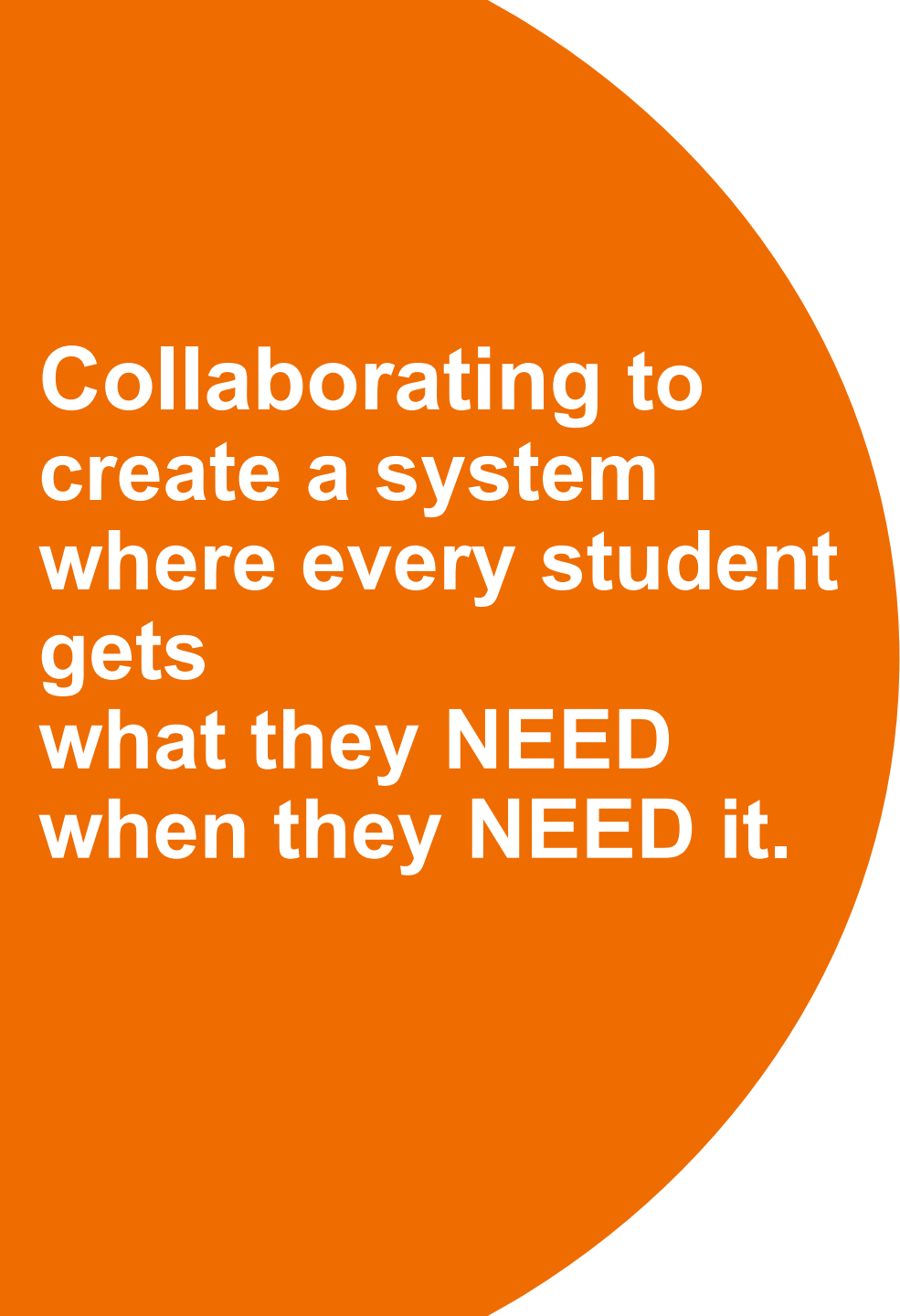
- meaningful decision-making, equitable access and representation

Student Involvement – Student Voice and Belonging

- Student voice in decisions about their education

Community Partners – Stakeholders

- Establish sustainable supports between school and community and common data measures that help ensure availability of across intensity of supports

A large orange circle on the left side of the slide, containing white text.

**Collaborating to
create a system
where every student
gets
what they NEED
when they NEED it.**

**“If the adults are separate, then
the kids are separate”**

- Gail Ghere

TIES Center & National Center
on Educational Outcomes

**“It’s not how we organize our kids;
it’s how we organize ourselves”**

-George Sugai

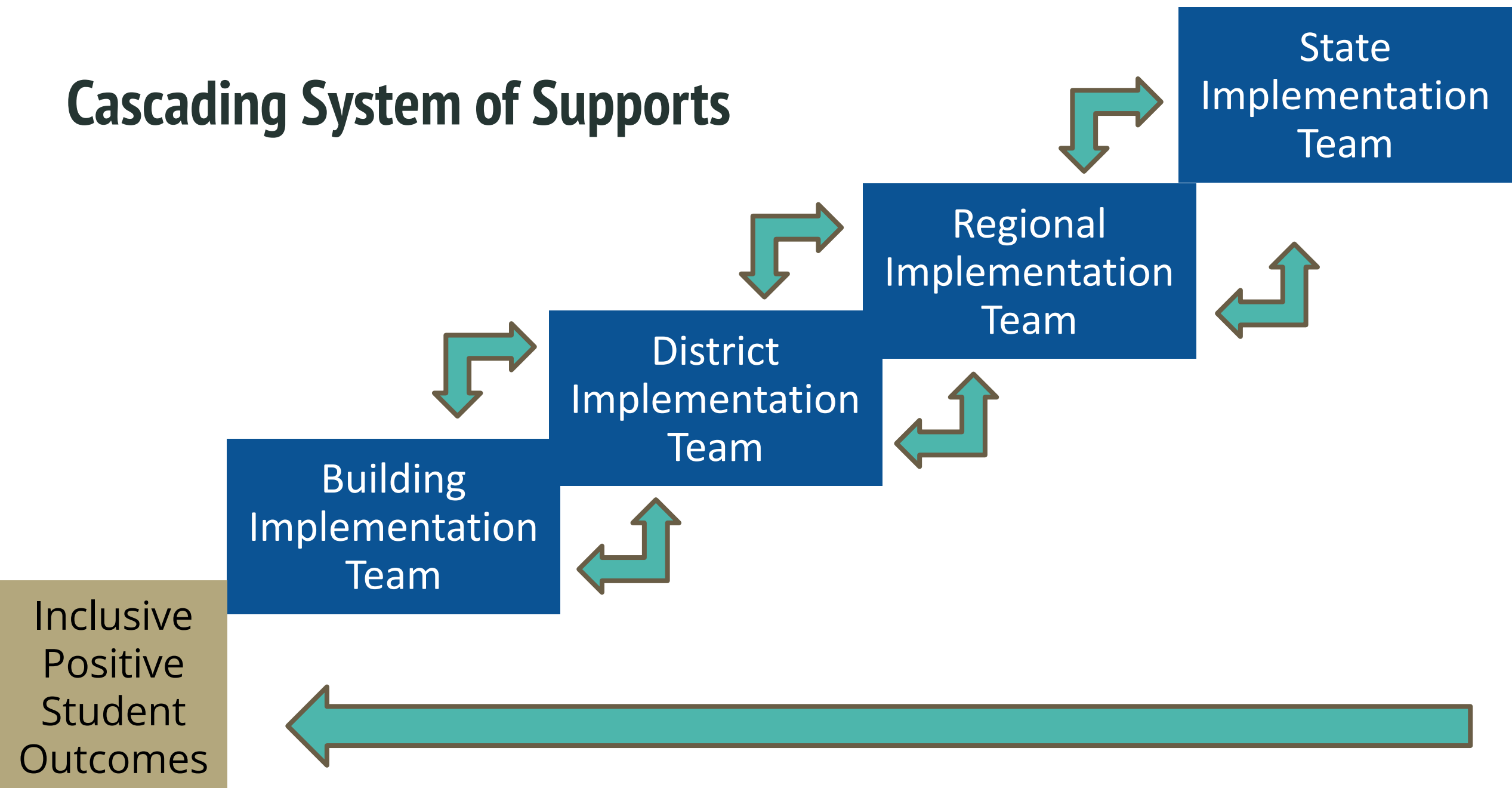
National Center on PBIS
University of Connecticut
(retired)



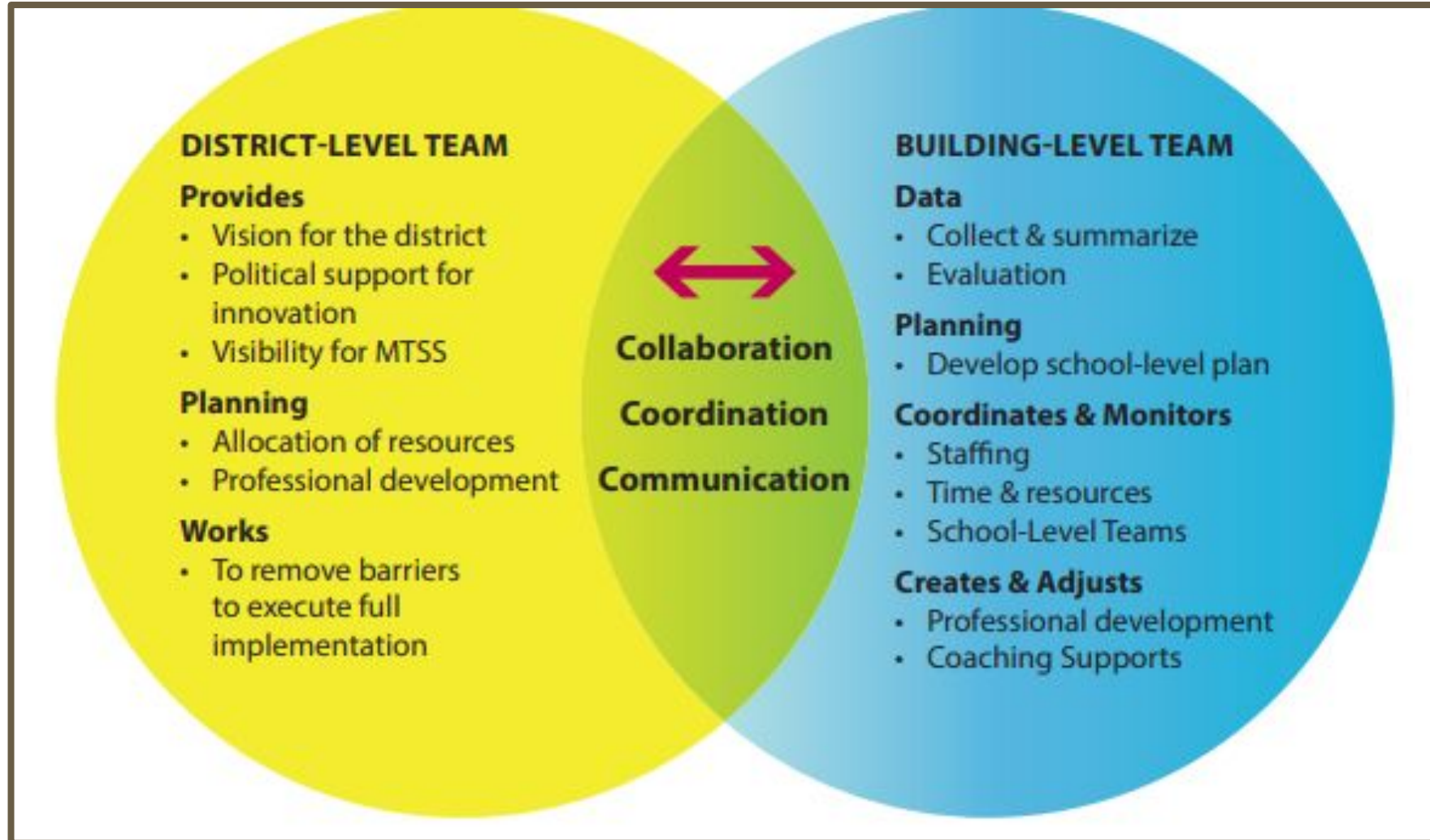
Infrastructure for Implementation

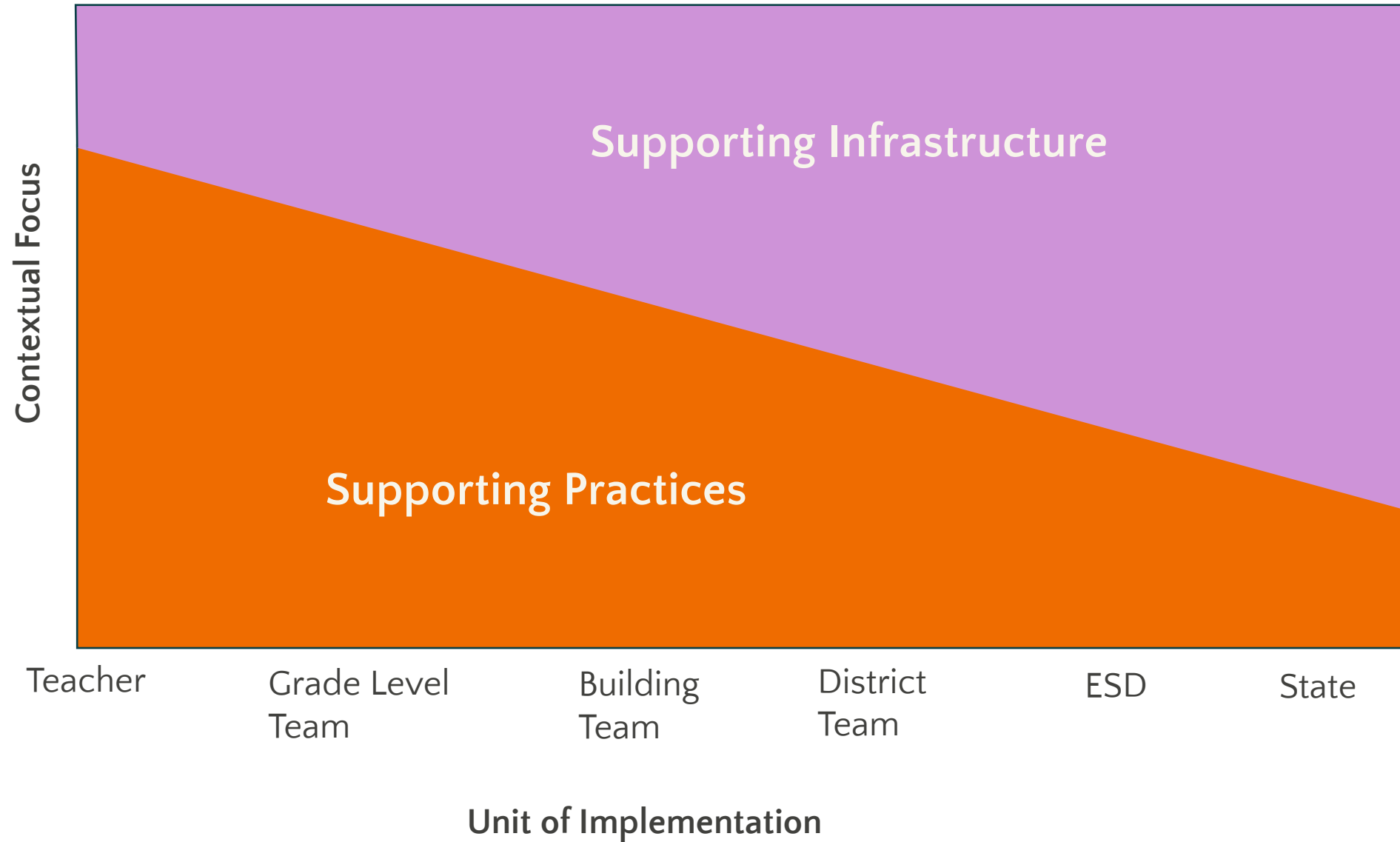
Pathways of supports to bolster implementation.

Cascading System of Supports



Team-Driven Shared Leadership



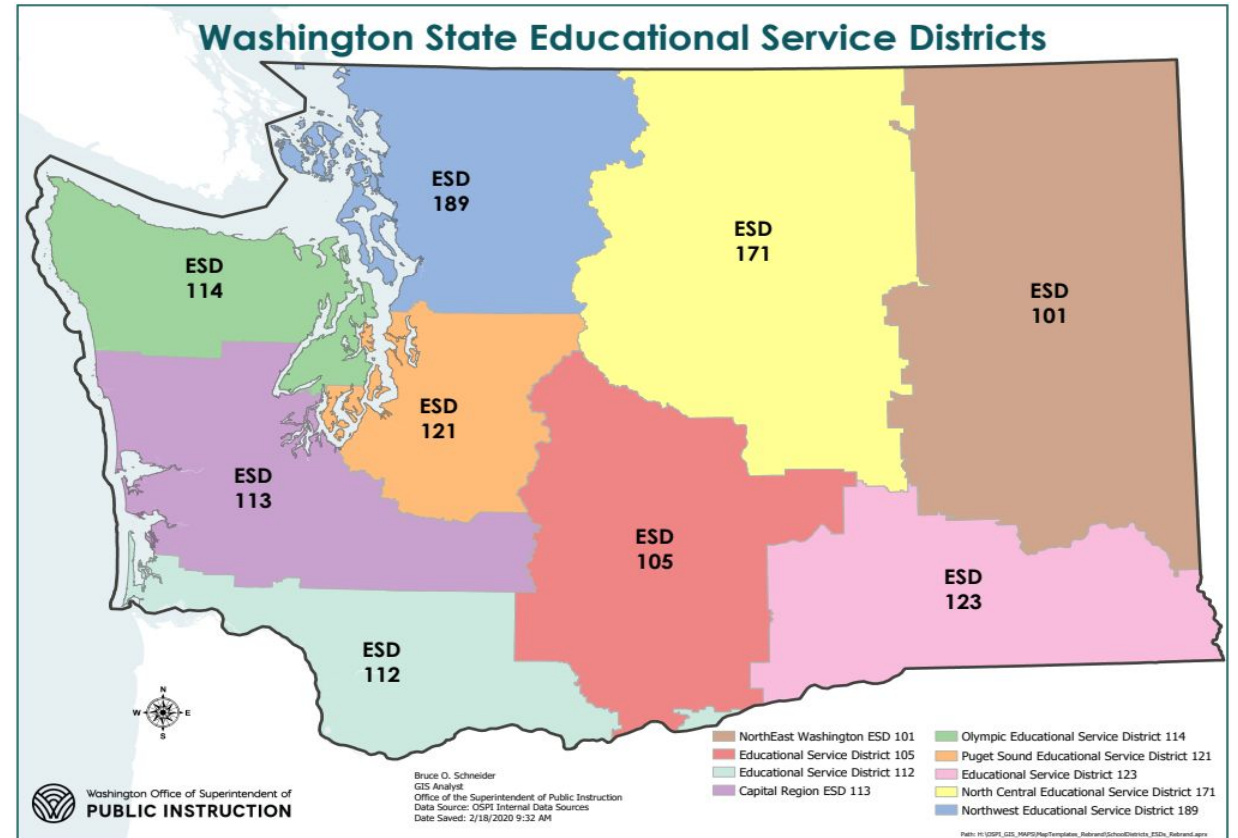


Source: Steve Goodman

Regional Implementation

includes resources for:

- Inclusionary Practices
- Multilingual Learners
- Early Childhood
- Reading Literacy
- Multi-tiered System of Supports (MTSS)
- Continuous Improvement

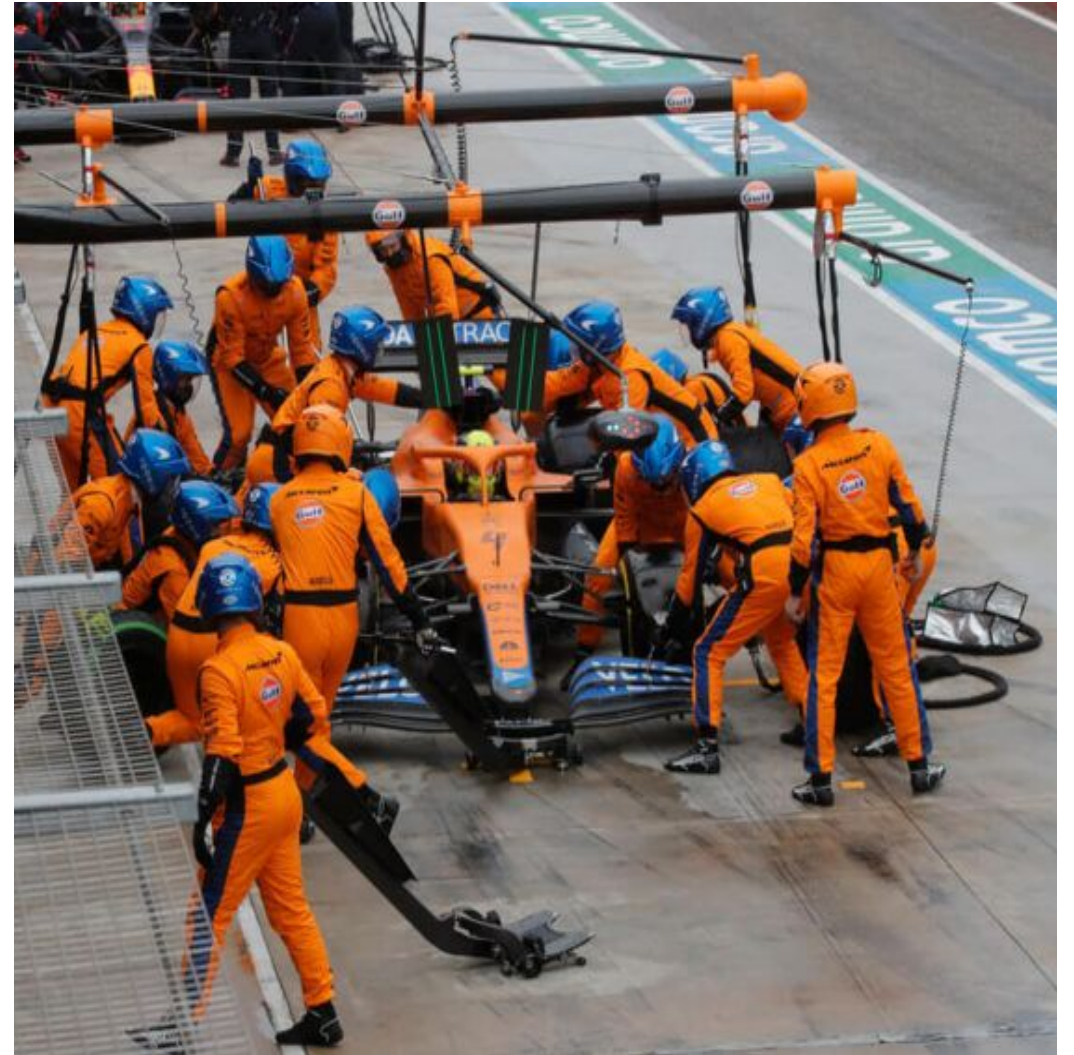


Working Together

- Common goals
- Streamlined communication
 - Get tech to work on your behalf
- Shared data
- Resource inventory
- Explicitly chosen initiatives

Who is your team driver?

How is leadership shared to implement sustainable efforts?



Today We Talked About Today:

- Washington State MTSS framework
- How WA MTSS framework supports the conditions for Inclusionary Practices
- Opportunities for collaboration across cascading supports in Washington State

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Thank
You!