

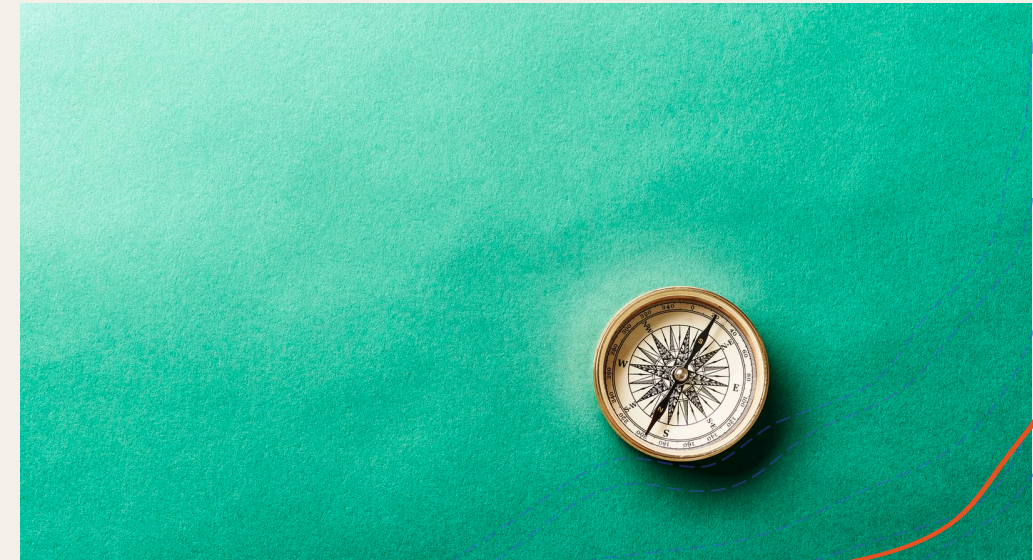


MTSS: A Journey- Not a Destination

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Navigating MTSS

- + Moving Upstream
- + Understanding the Tiers
- + More than just the Tiers
- + Implementation Matters
- + MTSS as the Umbrella
- + MTSS and Equity



Moving Upstream

- We can't intervene our way out of a crappy core.
- MTSS is about Prevention and Early Intervention – without it more kids appear to have Tier 3 needs



In a small town, a group gathered down at the river. Not long after they got there, a child came floating down the rapids calling for help.

Someone from a group on the shore quickly jumped in and pulled the child out. Minutes later another child came, then another, and then many more children were coming down the river.

Soon everyone was diving in and dragging children to the shore, then jumping back in to save as many as they could.

In the midst of all this frenzy, one of the group was seen walking away. The others were very upset. *How could she leave when there were so many children to save?*

After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.

At that moment, their colleague came back. They turned on her and angrily shouted:

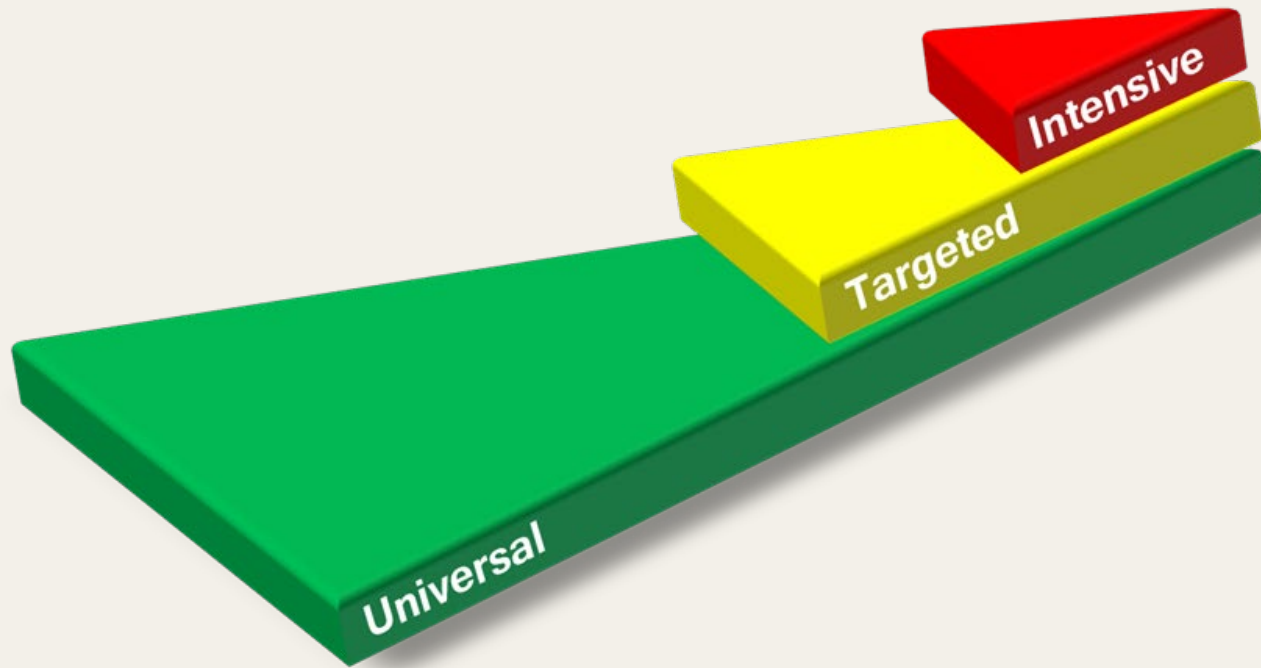
"HOW COULD YOU WALK OFF WHEN WE NEEDED EVERYONE HERE TO SAVE THE CHILDREN?"

She replied, *"It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river.*

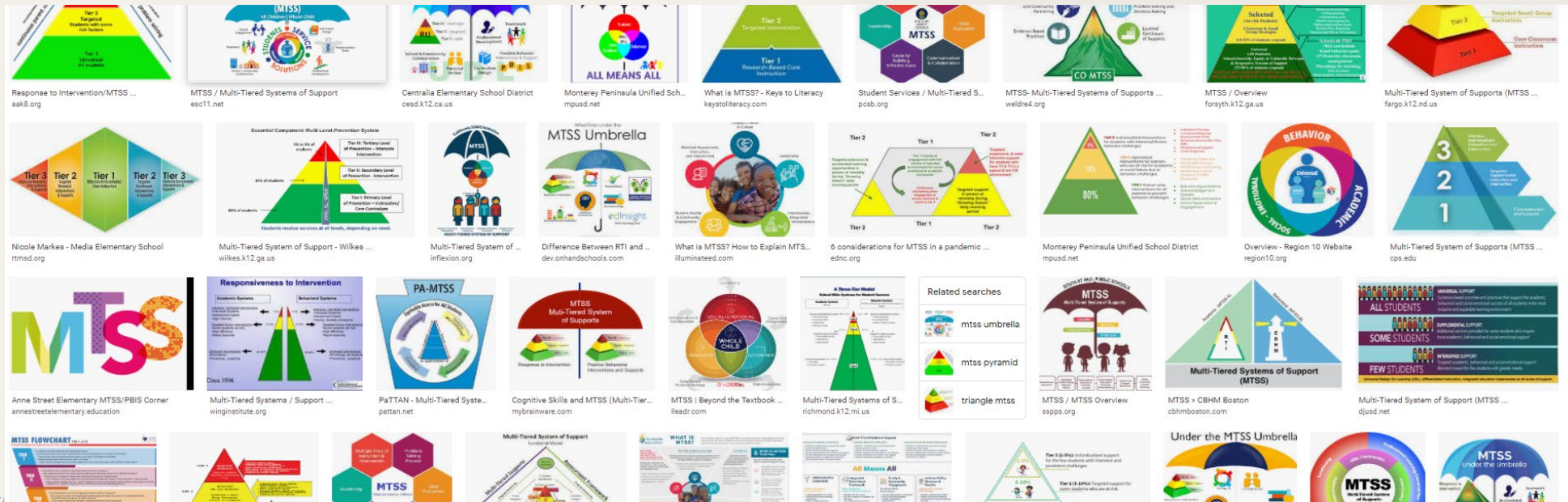
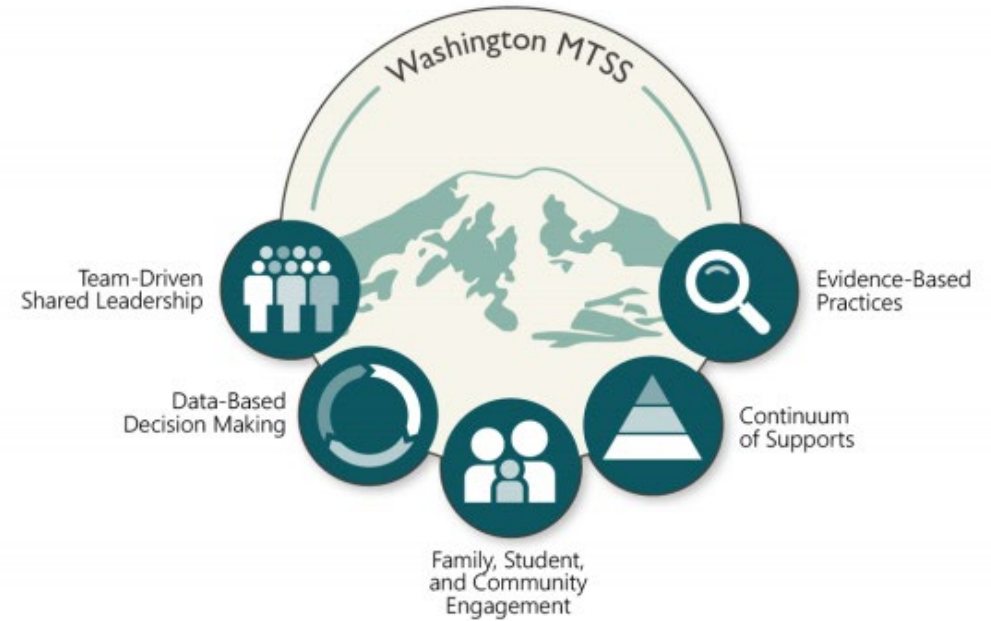
What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river...So I got someone to fix the bridge."

Understanding the Tiers.

- There are no Tier 1, 2, 3 kids – the tiers describe levels of supports
- While Tier 3 represents the most intensive instruction/ supports, a student without an IEP can have an FBA, person centered planning and a wraparound plan – or any other Tier 3 supports.
- Tiers are layered, not separate - A student receiving Tier 3 supports still accesses all other layers of support.
- General and special education collaboration happens at all tiers.



MTSS is more than just the tiers.



Implementation Matters: *Students can't benefit from interventions they don't experience.*

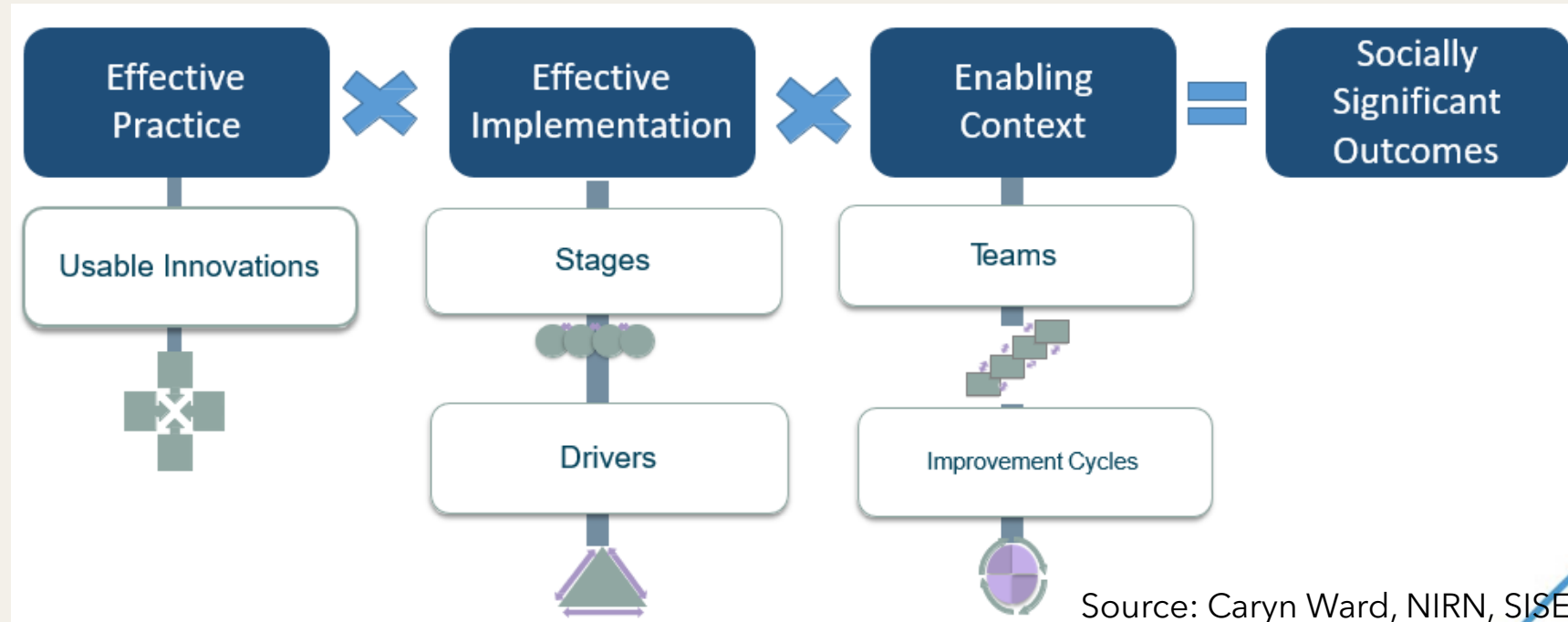
- Implementation Science
- Fidelity of Implementation
- Formula for Success
- Active Implementation Frameworks
 - Useable Innovations, Stages, Drivers, Teams, Improvement Cycles
 - <https://nirn.fpg.unc.edu/module-1>

The use of effective interventions without implementation strategies is like serum without a syringe; the cure is available but the delivery system is not."

—Fixsen, Blase, Duda, Naoom, & Van Dyke, 2010

An effective intervention is one thing. An effective implementation of an effective intervention is another thing.

- Dean Fixsen, 2008



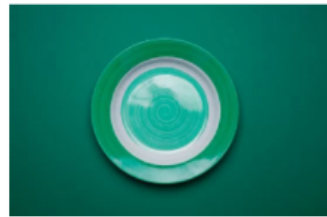
Source: Caryn Ward, NIRN, SISEP

MTSS as the umbrella *(the bike, the plate, etc.)*

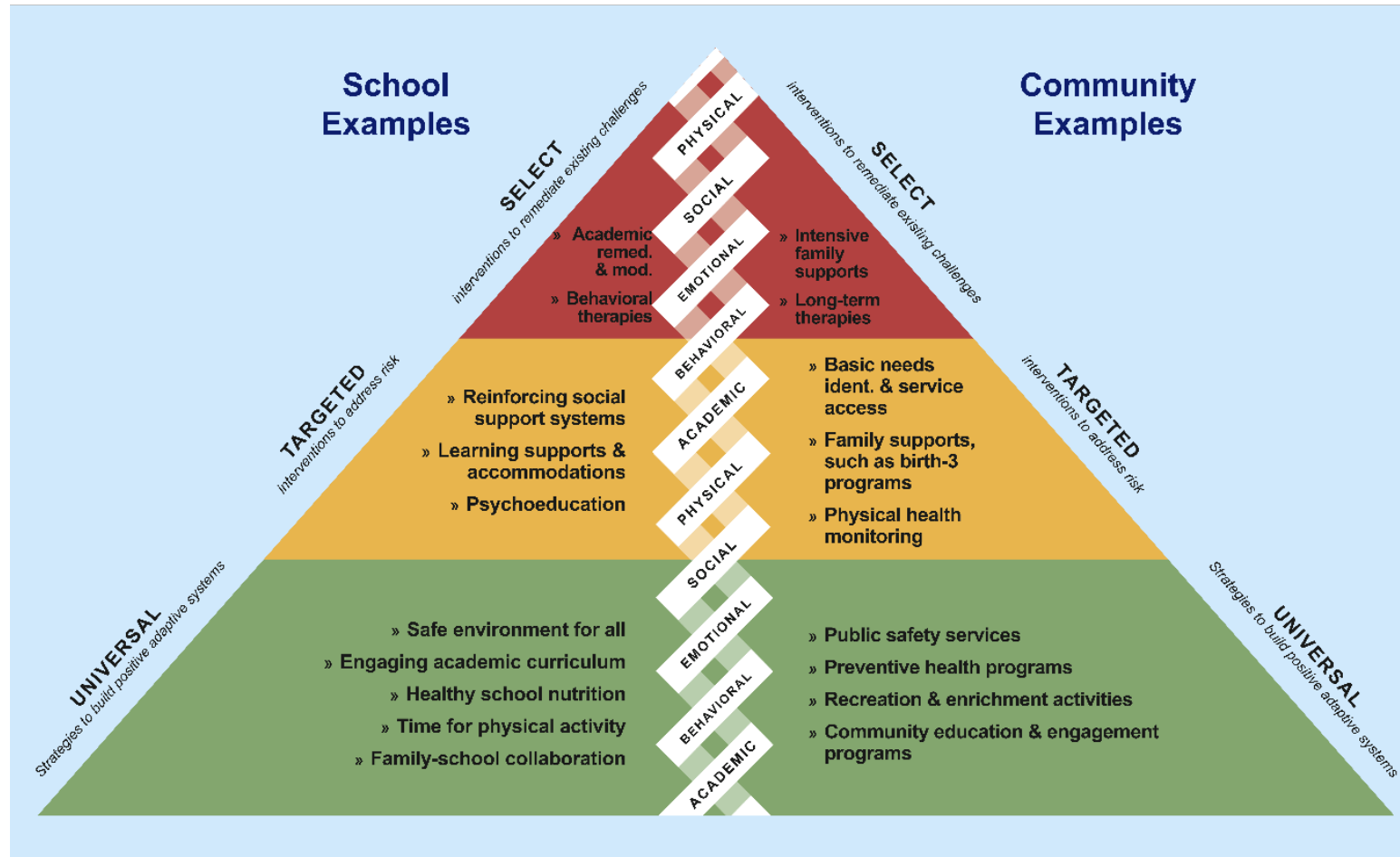


"MTSS is something to help organize the adults and their implementation of best practices within classrooms and schools. MTSS is not about organizing kids as much as it is about organizing what we do for and with kids and their families."

- Dr. George Sugai, Professor Emeritus, University of Connecticut



A Multi-Tiered Service Delivery System Integrating the Whole School, Whole Community, and Whole Child



Adapted from: CDC Healthy Schools; Chafouleas et al., 2016; Michael et al., 2015; UCLA Center for Mental Health in Schools

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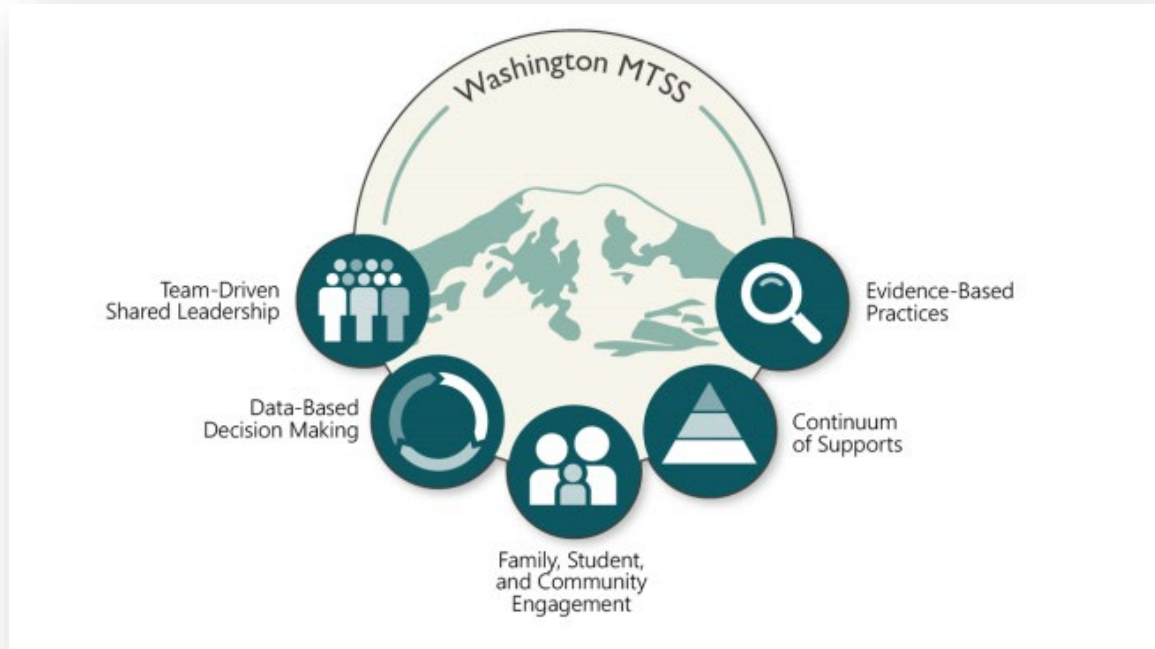
Equity is central to MTSS.

- MTSS, when implemented well and focused on equity, creates a structure that enables an equitable system of supports.
- Must lead with diversity, equity and inclusion at the center of our MTSS efforts.
- Can perpetuate oppressive systems if there isn't intentional efforts to examine the system and determine who it is helping and who it is harming and disrupting those things.
- Done WITH *not* TO: Student, family community engagement/co-creation is essential.



“MTSS without a focus on equity would not be MTSS.” – Dr. Rhonda Nese

Multi-Tiered Systems of Support



- We organize our resources and examine our strengths and needs.
- We make sure kids help early.
- We invest in what is likely to work for our students.
- We invest in our staff so they can support ALL students.
- We make sure we are implementing well as we review student outcomes.
- We continuously adjust based on strengths and need and improve based on input.

A photograph of a boat's wooden deck in the foreground, featuring a white rope and a metal fitting. In the background, a river with white water rapids flows through a forested area. The text is overlaid on the upper right portion of the image.

Where are you headed on your MTSS
journey?

UPSTREAM!

Additional Resources

- Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework
<https://www.pbis.org/resource/returning-to-school-during-and-after-crisis>
- Enhancing MTSS- Integrating Student Mental Health and Wellness through Systems, Data, and Practices – The Interconnected Systems Framework Series Resource Guide
<https://mhttcnetwork.org/centers/northwest-mhttc/product/isf-resource-guide>
- School Mental Health and MTSS (NW MHTTC) <https://mhttcnetwork.org/centers/northwest-mhttc/school-mental-health>
- A MTSS for All: Including Students with the Most Significant Cognitive Disabilities
<https://nceo.umn.edu/docs/OnlinePubs/NCEOBriefMTSS.pdf>
- MTSS, Special Education Needs, and Gifted Education
https://www.cde.state.co.us/cde_english/eldguidebook2021chapter6



Thank You

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