Framework for Success: Utah Multi-Tiered System of Supports (UMTSS)

Comprehensive Counseling and Guidance Program/Prevention/Alternative Services and Adult Education

Summer Conference
June 2016
Introductions:
Who are you?
Who are we?

Ginny Eggen, M.S.
USOE Special Education, UMTSS Coordinator

Heidi Mathie Mucha, Ph.D
UofU, UMTSS Evaluator
Session Objectives

• Define MTSS

• Understand the critical components of MTSS

• MTSS at school, district and state level

• Understand Sustainability

• Role of comprehensive guidance in MTSS
“Too often, students of all ages come to class struggling with life challenges that can interfere with instruction, impede achievement, and undermine school climate. Preventing or remedying such barriers is critical to school success.”

-National Association of School Psychologists, August 2008
Make a list of potential factors

RISK FACTORS/LIFE CHALLENGES

• 1
• 2
• 3
• 4
• 5

PROTECTIVE FACTORS

• 1
• 2
• 3
• 4
• 5
“If you want to bring about a fundamental change in people’s belief and behavior, a change that will persist and serve as an example to others, you need to create a community around them, where those new beliefs can be practiced and expressed and nurtured”.

Malcolm Gladwell, *The Tipping Point*
WHAT IS MTSS?
Framework
What is MTSS?

• A multi-tiered system of supports, or MTSS, is a framework for providing high quality core instruction and effective interventions, addressing both academics and behavior. It is the combination of *systematic implementation* of intervention and *monitoring student progress* that distinguishes MTSS from simple prevention measures. Regular universal screening ensures early identification of students who may be struggling.
The interventions must be shown to be effective through scientifically based research, and are organized into tiers which increase in intensity. Student progress is monitored regularly, and teams use the data to problem-solve and make adjustments to instruction or intervention. In an MTSS framework, emphasis is placed on ensuring that interventions are implemented effectively, often referred to as integrity and fidelity.
What is MTSS?

An operational framework for improving academic and behavioral outcomes for all students.
MTSS Critical Components

• Evidence-based *practices* for academics and behavior
• Instructionally relevant *assessments*
• Team-based problem solving
• Data-based decision making
• Evidence-based *professional development*
• Supportive *Leadership*
• Meaningful *parent and student* involvement
WHAT COMPONENTS ARE YOU SEEING IN YOUR SCHOOLS?
What is UMTSS?

- The Utah Multi-Tiered System of Supports (UMTSS) initiative provides leadership and support for Local Education Agencies (LEA’s) in sustained implementation of evidence-based MTSS practices. UMTSS addresses both academic and behavioral needs of students through the integration of data, practices, and systems. The coaching and tools provided by UMTSS are intended to guide LEA teams in evaluating and analyzing current practices, establishing supportive infrastructure, and utilizing data-based problem solving in order to improve student outcomes.
List of current LEAs

- School Districts:
  - Cache
  - Ogden
  - Salt Lake
  - Tooele
  - Murray
  - Granite
  - Beaver
  - Iron
  - Washington
  - San Juan

- Charters:
  - Summit Academy
  - Syracuse Arts Academy
  - Valley
  - East Hollywood High
Example of State Alignment:

TIERED DEFINITIONS DOCUMENT
FRAMEWORK
MTSS Critical Components

- Evidence-based practices for academics and behavior
- Instructionally relevant assessments
- Team-based problem solving
- Data-based decision making
- Evidence-based professional development
- Supportive Leadership
- Meaningful parent and student involvement
Additional information is available online via Prezi.com: http://goo.gl/ZM6rC0
“Students cannot benefit from interventions they don’t receive”

SYSTEMATIC IMPLEMENTATION
Exploration & Adoption
- Commit to adopting and supporting successful implementation

Installation
- Establish infrastructure and support systems: team structures, data systems, scope and sequence

Initial Implementation
- Start small, work out the details, learn and improve before expanding to other contexts

Elaboration
- Expand practices, make improvements learned during initial implementation

Continuous Improvement & Regeneration
- Make it easier and more efficient; embed with current practices
For educators, the math is simple:

10 x 0 = 0

0 x 10 = 0

10 x 10 = 100

Effective Intervention (the "What") x Effective Implementation (the "How") = Positive Outcomes for Students
Evidence Based Professional Development:

1- Delivery

2- Content

3- Coaching

4- Evaluation

### Five Levels of Professional Development Evaluation

<table>
<thead>
<tr>
<th>What questions are addressed?</th>
<th>How will information be gathered?</th>
<th>What is measured or assessed?</th>
<th>How will it be used?</th>
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</thead>
<tbody>
<tr>
<td>- Was the facilitator knowledgeable and helpful?</td>
<td>- Questionnaires administered at end of session</td>
<td>- Initial satisfaction with the experience</td>
<td>- To improve delivery</td>
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<td>- Did the participants acquire the intended knowledge &amp; skills?</td>
<td>- Paper and pencil instruments, including self-assessments and tests</td>
<td>- New knowledge and skills of participants</td>
<td>- To improve and optimize</td>
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<tr>
<td>- Did the participants’ attitudes, beliefs or dispositions change?</td>
<td>- Simulations &amp; demonstrations</td>
<td>- Organization’s advocacy, support, accommodation, facilitation and recognition</td>
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<tr>
<td>- Was implementation advocated, facilitated, and supported?</td>
<td>- Participant reflections</td>
<td>- To document and implement</td>
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<td>- Was the support public and overt?</td>
<td>- Participant portfolios</td>
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<td>- Were problems addressed quickly &amp; efficiently?</td>
<td>- Case studies analyses</td>
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<td>- Were sufficient resources allocated?</td>
<td>- Structured interviews with participants and district/school administrators</td>
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<td>- Were successes recognized and shared?</td>
<td>- Participant portfolios</td>
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<tr>
<td>- What was the impact on the organization?</td>
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<td>- Did it affect the organization’s climate and procedures?</td>
<td>- District and school records</td>
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<td>- Did the participants effectively apply the new knowledge and skills?</td>
<td>- Minutes from follow-up meetings</td>
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<tr>
<td>- Did teachers’ instructional practice change?</td>
<td>- Questionnaires</td>
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<tr>
<td>- Are the teachers consistently applying the knowledge &amp; skills?</td>
<td>- Structured interviews with participants and their supervisors</td>
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<tr>
<td>- What was the impact on students?</td>
<td>- Participant portfolios</td>
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<tr>
<td>- Did it affect student performance or achievement?</td>
<td>- Participant reflections</td>
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<td>- Did it influence students’ physical or emotional well-being?</td>
<td>- Direct observations</td>
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<td>- Are students more confident as learners?</td>
<td>- Video or audio tapes</td>
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<td>- Is student attendance improving?</td>
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<td>- Are dropouts decreasing?</td>
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By Thomas R. Guskey shared at NCREL’s Annual Meeting, 2002

ND Title I Program Improvement Workshop - 2007
EFFECTIVE TEAMING
“We’re all specialists now, even the primary care physicians. We have trained, hired and rewarded people to be cowboys. But it’s pit crews that we need, pit crews for patients.”

Atul Gawande
“Making systems work is the great task of my generation of physicians and scientists. But I would go further and say that making systems work — whether in healthcare or education, making a pathway out of poverty — is the great task of our generation as a whole.”

“Having great components is not enough, and yet we've been obsessed in medicine with components. We want the best drugs, the best technologies, the best specialists, but we don't think too much about how it all comes together.”
WHY SHOULD A STATE/DISTRICT/SCHOOL TEAM FUNCTION LIKE A PIT CREW?
Large group discussion

WHAT ARE SOME OF THE FUNCTIONS OF THAT TEAM?
What is SUSTAINABILITY?

- Potential for durable implementation with high fidelity
- Requires a considerable amount of resources
- What are the key factors in sustaining PBIS?
## Sustaining PBIS

### School Priority
- Administrator support, staff support, perceived effectiveness, perceived efficiency, integration into new initiatives, resources

### Team Use of Data
- School team/staff skill, functioning, regular meetings, data collection, use of data for decision making, presenting data to staff

### District Priority
- District support, state support, funding, district policy, promoted to external organizations

### Capacity Building
- Access to district coaching, professional development, and technical assistance

WHAT IS MY ROLE AS A SCHOOL COUNSELOR, GUIDANCE, PREVENTION SPECIALIST?

Think-Pair-Share
Where can I get more information about UMTSS?

- [www.schools.utah.gov/umtss](http://www.schools.utah.gov/umtss)

- Email us:
  - Devin.healey@schools.utah.gov
  - Heidi.mucha@utah.edu

- Annual UMTSS conference
  - June 22-23, Davis Conference Center
  - umtssconference.org
QUESTIONS? COMMENTS?