

Kansas MTSS Integrated Framework



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Kansas MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.



ESSA MTSS Definition

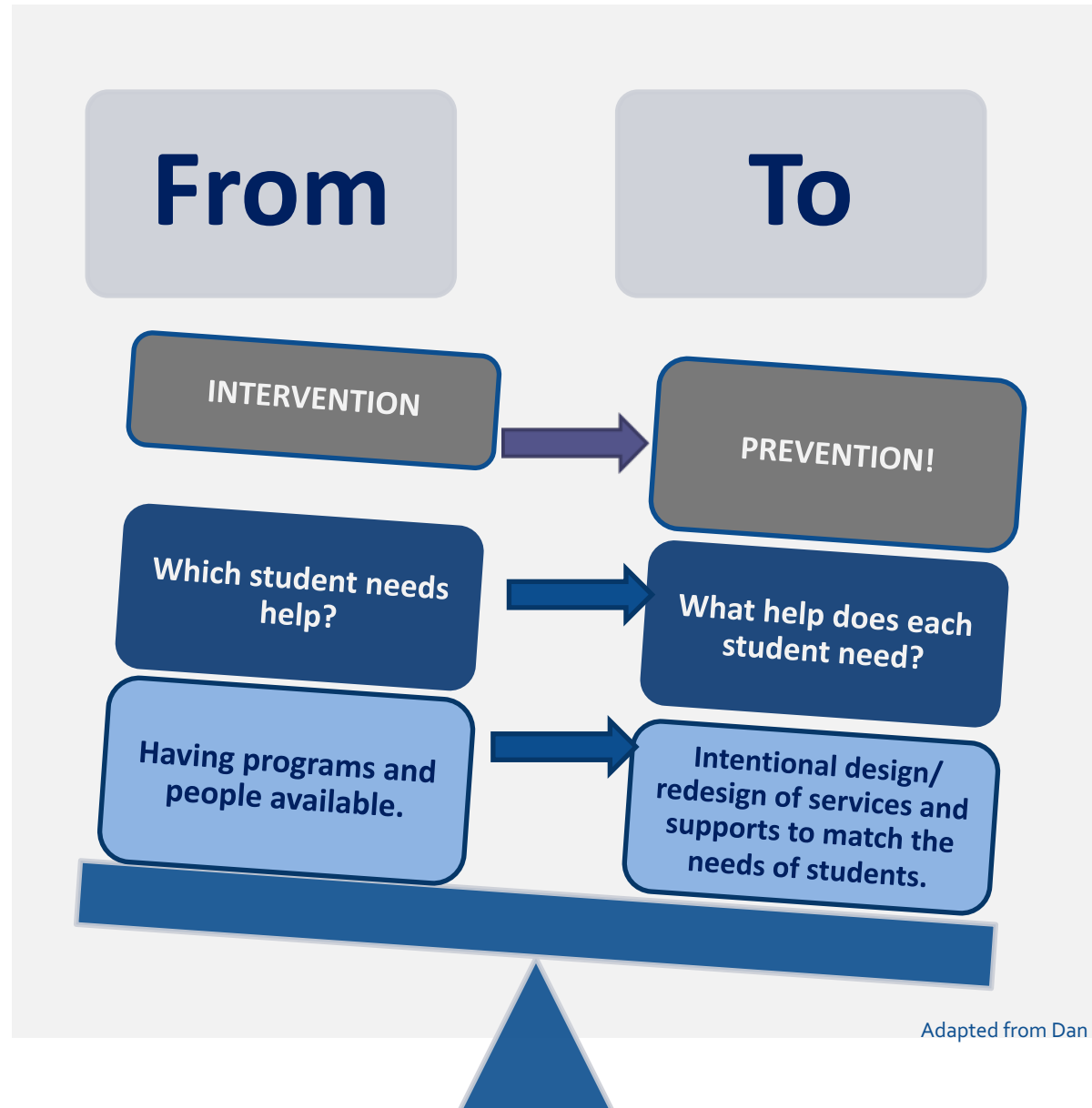
19 “(33) **MULTI-TIER SYSTEM OF SUPPORTS.**—The
20 term ‘multi-tier system of supports’ means a com-
21 prehensive continuum of evidence-based, systemic
22 practices to support a rapid response to students’
23 needs, with regular observation to facilitate data-
24 based instructional decisionmaking.”;

Core Beliefs of Kansas MTSS

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader, at every level, is responsible for every child
- Change is intentional, coherent and dynamic



NOT JUST ANOTHER INITIATIVE



Adapted from Dan Reschly, 2002

Goals of Kansas MTSS

- To provide an **integrated** systemic approach to meeting the needs of **all** students.
- To become the guiding framework for school improvement activities to address the **academic, behavioral** and **social** achievement of all students.



Kansas Department of Education's Vision

- Districts use a multi-tier approach that addresses behavior, social and academic domains simultaneously.
- Districts look closely at all the pieces they already have in place then reevaluate what needs to be revised or added.
- Social curricula and behavioral framework are taught with as much rigor and fidelity as academic subjects.
- Meaningful data are collected and used to make decisions regarding programming.



Why a Prevention Framework is Needed

- Antisocial behavior patterns are most malleable before age 8
(Walker, Ramsey, & Gresham, 2004)
- Students' academic success is highly dependent on academic enablers (engagement, interpersonal skills, study skills, and motivation) (DiPerna & Elliott, 2002)
- Academic intervention at 3rd or 4th grade takes 4 times longer than if delivered at kindergarten (Lyon, 1998)
- 1 in 6 children not reading proficiently at 3rd grade do not graduate from high school on time (Hernandez, 2011)

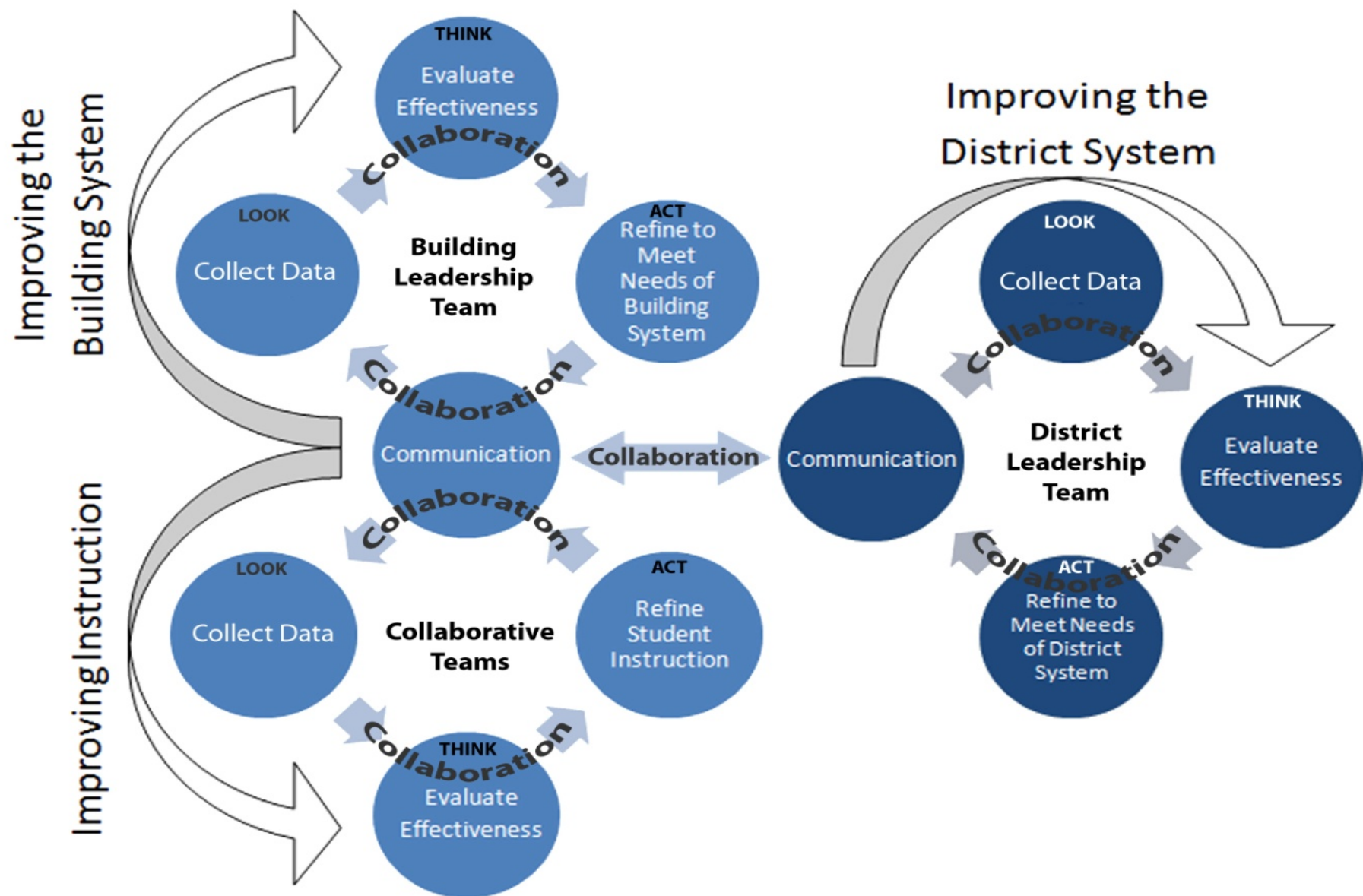


Importance of Unified Systems of Measurement

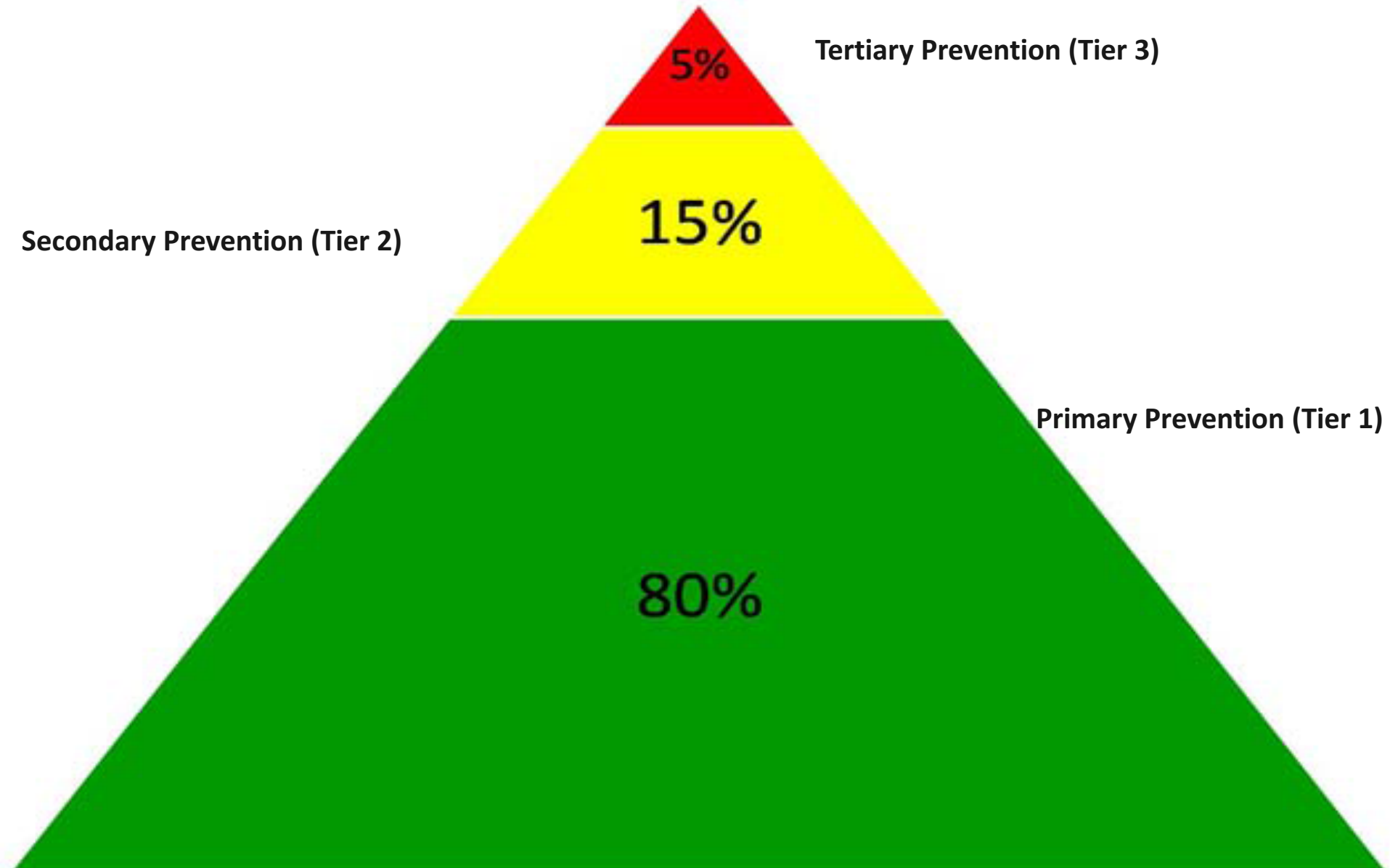
- Accurate measurement of key variables for decision making
- Ability to analyze academic and behavioral data in tandem
- Information sharing



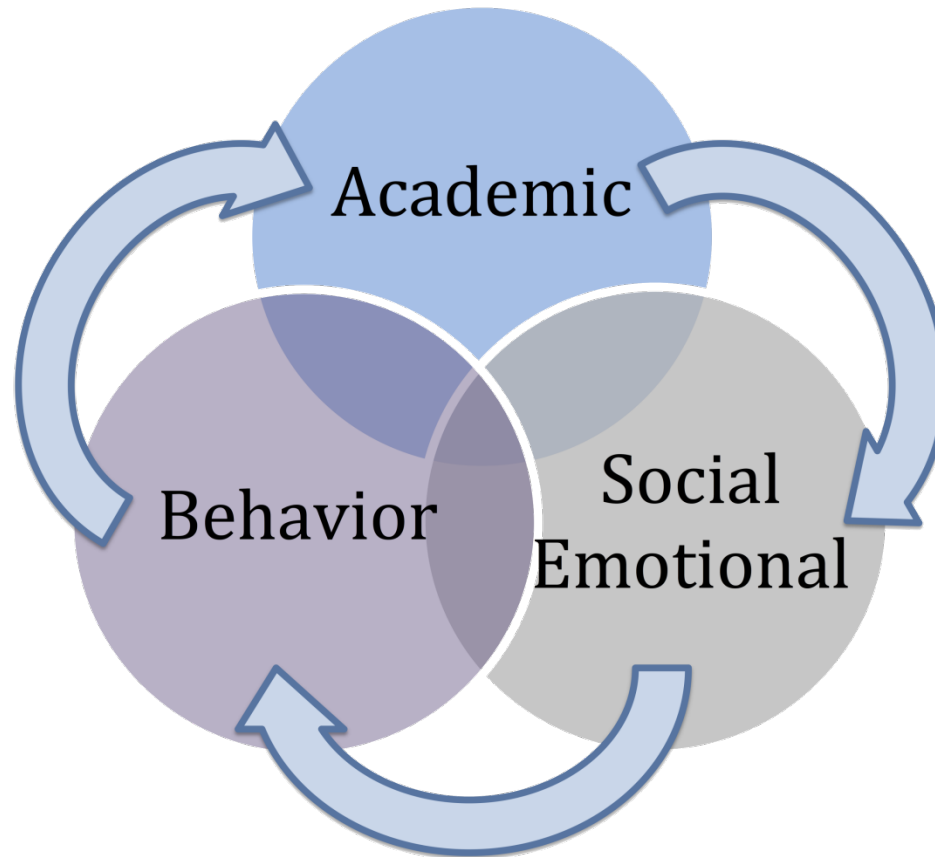
Self-Correcting Feedback Loop



Integrated Kansas MTSS Model



Core Features of the Integrated Kansas MTSS Model



Shared Features that Lead to Integration

- Universal screening
- Progress monitoring
- Three-tiered prevention logic
 - Core, supplemental, intensive instruction
- Program measures (treatment integrity/fidelity and social validity)
- Implementation science
- Data-based decision making
- Team based approach

One Comprehensive Plan!



What Does The Kansas MTSS Integrated Framework Mean?



Kansas MTSS: Hurricane



- Leadership
- Professional Development
- Empowering Culture



Kansas MTSS: CIA



- Curriculum
- Instruction
- Assessment

Kansas MTSS: ALL...SOME...FEW



- All (Core)
- Some (Supplemental)
- Few (Intensive)

BEHAVIOR AND SOCIAL



KSDE Social Emotional Character Development

- College and Career Competencies Framework
<http://researchcollaboration.org/page/CCCFramework>
- Piloting with a KS MTSS district 16-17
- Roll out on a larger scale soon
- In conjunction with KSDE



Additional Results from Implementing SEL

– Reductions in:

- Bullying, disruptive behaviors, suspensions, expulsions and disciplinary referrals
- Depression, stress, and emotional withdrawal

– Improved:

- School Attendance
- School climate
- On-the-job skills
- Teacher morale and retention

(from *Academic Learning + Social Emotional Learning = National Priority*, Weissberg and Cascarino, 2013;
Elbertson, Brackett, & Weissberg, 2010; Fugate, Kinicki, & Ashforth, 2004;
Social and Character Development Research Consortium, 2010; Snyder et al., 2010)



Kansas Department of Education:

Social, Emotional, Character Development (SECD) Standards

- Adopted April 2012
- Comprehensive implementation in Kansas K-12 Classrooms
- Aligned with other state and federal initiatives:
 - Multi-Tier System of Supports (MTSS),
 - 21st Century Skills
 - Kansas Standards

SECD Standards can be found at:

<http://www.ksde.org/Default.aspx?tabid=482>

Social, Emotional, and Behavioral Learning in Kansas MTSS

- Tier 1 Protocol
 - District-wide evidence-based social skills curriculum
 - Aligned with SECD standards
 - Instructional practices chosen to enhance SEL
 - Fidelity checks



Tier 1 Instructional Practices

Examples

- Explicit Instruction
- Opportunities to Respond
- Group Contingencies
- Behavior Specific Praise
- Pre-correction
- Feedback

Tiers 2 and 3

- Tier 2 and 3 Protocols
 - Grouping tool aligned with SECD Standards
 - Evidence-based interventions aligned with SECD standards
 - Fidelity checks

Tiers 2/3 Intervention Examples

Intervention

- Check in Check Out
- Behavior Contracts
- Self-regulation training
- Self-monitoring charts
- Social skills enrichment groups
- Check and Connect

SECD Standard

- Personal Development
- Social Development
- Personal and Character Development
- Personal, Social, and Character Development
- Social Development
- Personal Development

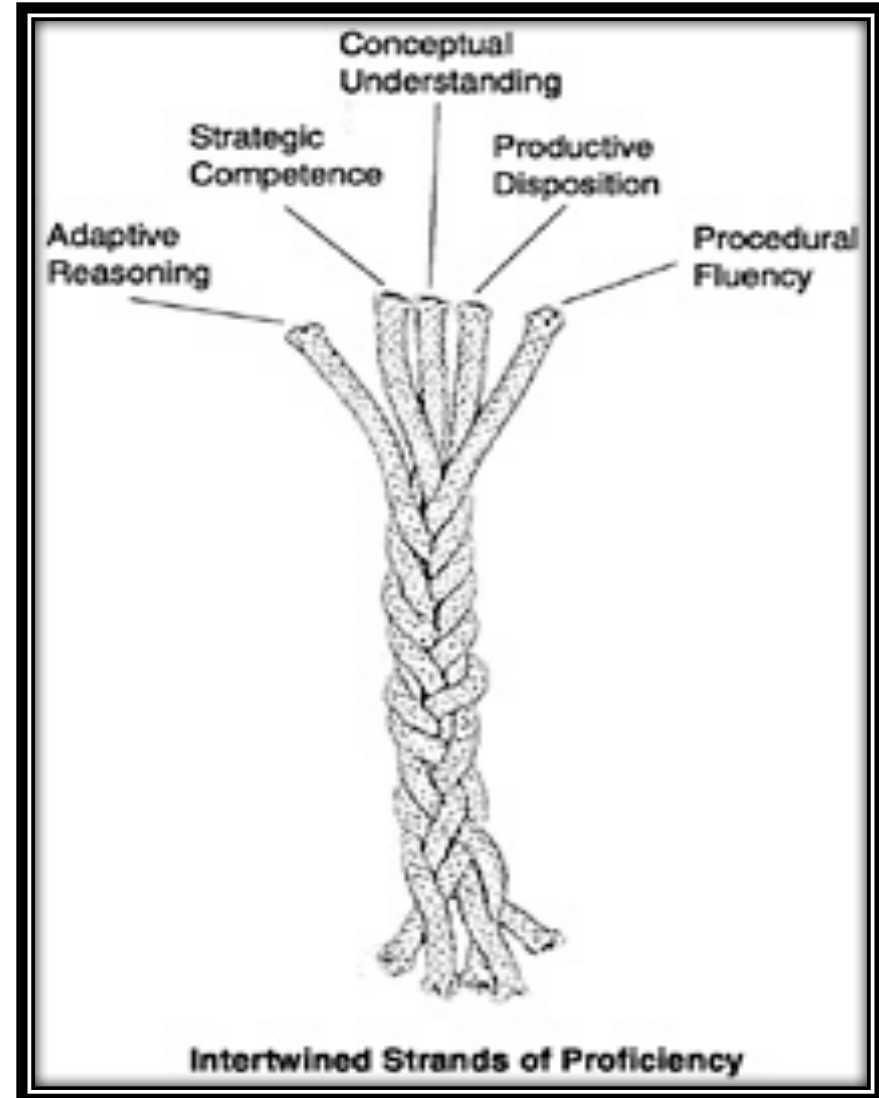
MATH



Math Proficiency - Strands

- The five strands provide a framework
- The five strands are interconnected

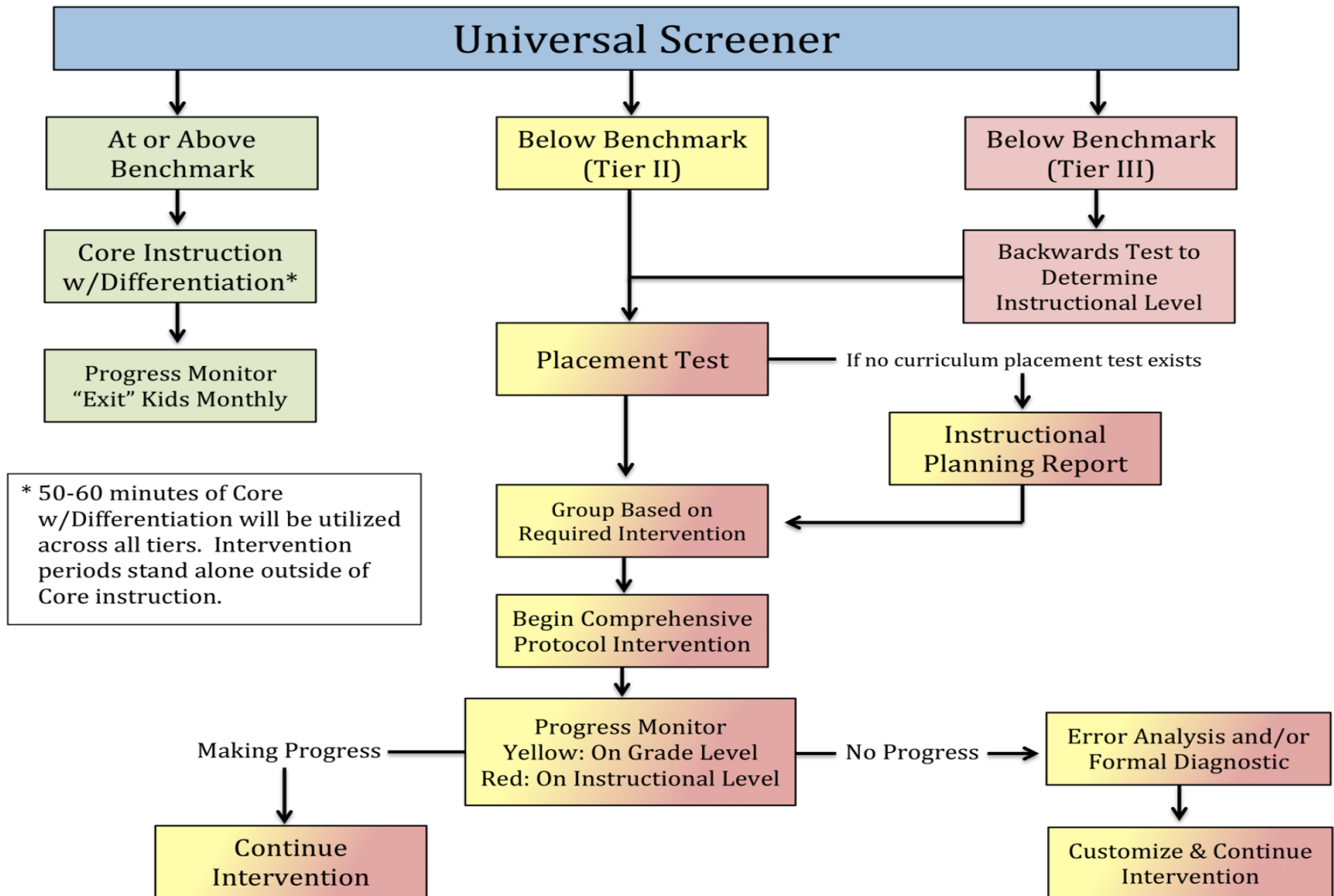
(Source: National Research Council (2001))



Curriculum and Instruction for Academics at Tier 1

- Core skills and knowledge needed by all students
- Aligned with Kansas Standards and Kansas Early Learning Standards
- Research-based curriculum materials used to teach core
- Evidence-based instructional strategies

Math Screener Use



Tier 2 & 3 Considerations

- Tier 3 is not special education.
- Instruction is more explicit, structured, and systematic.
- Time beyond core instruction is increased, intensified, customized
- Aligned to core curricula
- Evidence-based
- Not simply a repeat of core skill instruction



Comprehensive Intervention

- Comprehensive coverage of crucial domains or progressions of mathematics
- Address and build proficiency of procedural and conceptual aspects



READING



SCREEN

How healthy are our readers?

- All students screened 3 times a year
- Data analysis at all levels
- Identify risk status for reading
- Students receive intervention support based on risk level



Core instruction curricula for all students

- Research-based and validated
- Sequential and systematic
- Aligned with state standards
- Reasonably paced
- Judiciously reviewed
- Implemented with fidelity



INTERVENTION

- Intervention is not one size fits all.
- Where did learning to read stop for the student?
- What specific Strategic (Tier 2) or Intensive (Tier 3) instruction/curriculum is needed?

PRE-SCHOOL

www.ksdetasn.org/mtss



Preschool

The Connection:

- Early childhood experiences play key role in readiness for kindergarten
- 3 and 4 year olds attending high quality preschools are more successful
- Gap between children with less exposure to literacy, numeracy and social skills can be narrowed
- Many programs and states applying MTSS in pre-school programs
- Core principles align with EC recommended practices

(Greenwood et al. 2011)



Key Features of Preschool MTSS

- Tiered instruction and intervention
- High-quality, evidence-based curriculum and instruction
- Ongoing student assessment and progress monitoring
- Family involvement
- Community Collaboration



Core EC Principles that Shape MTSS in Preschool Settings

- Holistic view of child development
- Importance of early intervention
- Importance of providing supports and services in naturalistic settings
- Critical contribution of parents and families to the success of the child
- Need for multi-dimensional authentic assessments that can identify the child's strengths and needs over time.

Coleman, 2009



Kansas MTSS

Universal Screening (3x per year)

- **Early Literacy** Universal Screening Tool to measure oral language, phonological awareness, and alphabet knowledge
- **Early Mathematics** Universal Screening Tool to measure counting, number naming, and quantity comparisons

Kansas MTSS

Universal Screening (3x per year)

- Universal Social Screener to measure both internalizing and externalizing risk factors, and use of Behavior Incident Reports, and attendance/tardies.



Tier 1 Preschool

Curriculum & Instruction

- Use of a comprehensive, research-based curriculum aligned with the Kansas Early Learning Standards
- Rich learning environments
- Developmentally appropriate balance between child-directed and teacher-directed activities
- Core Instruction is provided in large, small and individual group sizes.

Tier 1 Preschool Literacy Core Curriculum

- Literacy and Language-Rich Classroom Environment
- Literacy Curriculum addresses
 - 1) Phonological Awareness
 - 2) Oral Language
 - 3) Alphabet Knowledge
 - 4) Print Awareness

Tier 1 Preschool Mathematics Core Curriculum

- Math-Rich Classroom Environment
- Math Curriculum addresses
 - Counting and Cardinality
 - Operations and Algebraic Thinking
 - Measurement and Data Analysis
 - Geometry

Tier 1 Preschool Social/Behavior Core Curriculum

- School-wide expectation matrix
- Specific social skills instruction based on evidence-based curriculum
- Use of a school-wide acknowledgement system



Tier 2: Pre-K

- **Early Literacy (Pre-K)**
 - Small group, targeted instruction
 - participation in targeted centers
- **Early Numeracy (Pre-K)**
 - Small group, targeted instruction
 - participation in targeted centers
- **Social Behavior**
 - Small group instruction
 - Participation in targeted centers

Tier 3: Pre-K

- **Early Literacy (Pre-K)**
 - Small group
 - Participation in targeted centers
 - Embedded learning opportunities
- **Early Numeracy (Pre-K)**
 - Small group
 - Participation in targeted centers
 - Embedded learning opportunities
- **Social Behavior**
 - Individualized interventions

Commonly Reported Benefits of MTSS

- Data showing improvements in both academics and behavior
- Improvements in school culture and attitudes about student discipline
- Students receiving support and intervention earlier
- Increased individual student goal setting based on their own data
- Increased efficiency in special education referral process



Benefits of Kansas MTSS

- Customized plan
- Three phase commitment from the Kansas MTSS State Team
- Systematic, team-based, data-driven method to identify and support students
- Procedures and tools for monitoring progress
- Improved family engagement
- Training for district and building coaches
- Guided professional learning opportunities
- Networking opportunities



Thank You!

