Behavior Intervention System

District Decisions and Supports

mimtsstac.org

Acknowledgments

The content for this training day was developed based on the work of:

- Lynn Fuchs

- Dough Fuchs

- National Center for Intensive Intervention (NCII)

Group Expectations

Be Responsible
- Attend to the "Come back together" signal
- Active participation…Please ask questions

Be Respectful
- Please allow others to listen
  - Please turn off cell phones
  - Please limit sidebar conversations
- Share "air time"
- Please refrain from email and internet browsing

Be Safe
- Take care of your own needs

Group Expectations - Virtual

Be Responsible
- Return from breaks on time
- Active Participation
  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

Be Respectful
- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

MiMTSS
Technical Assistance Center

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- Trainers will provide a preview of the survey and provide you with the link at the end of this session

MiMTSS
Technical Assistance Center

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:

  - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)

- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward

- Recorder: keep written documentation of key discussion points, decisions, and next steps

- Time Keeper: keep track of time and bring the team back together

Purpose

This session guides the District Implementation Teams in making district decisions to support schools in the installation of an intervention system for the behavior components of an MTSS framework.

MiMTSS
Technical Assistance Center

Intended Outcomes

- Review the definition of a tiered delivery system and the purpose of an intervention system

- Outline and plan for district decisions to support installation and use of a behavior intervention system within all schools
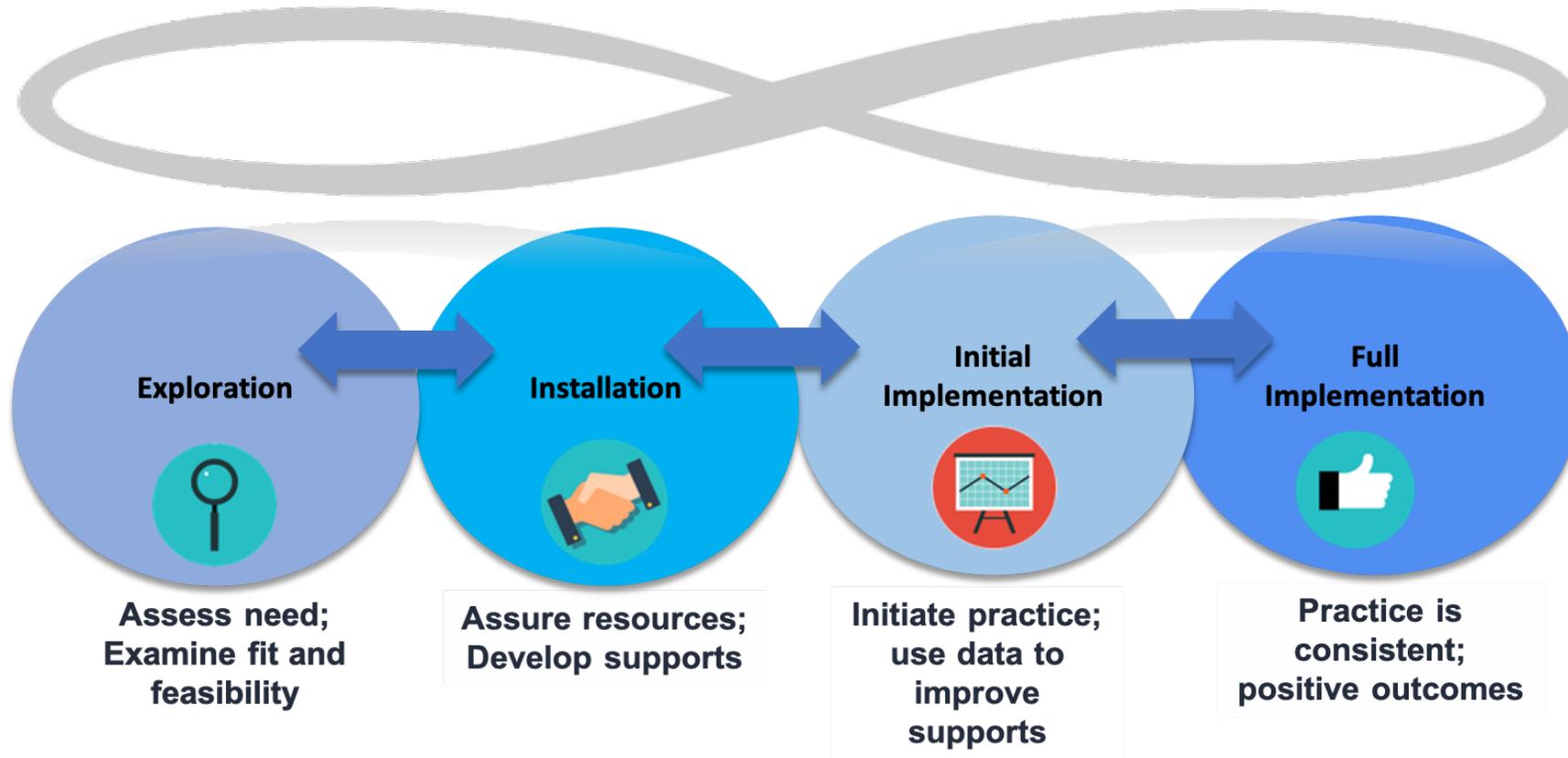
MiMTSS
Technical Assistance Center

Agenda

1.0 Interactive Review

2.0 Intervention Access & Effectiveness

3.0 Staff Selection & Development

4.0 Teaming Structures

5.0 Next Steps & Communication

Use of Module Learning

- Immediate use:
  - To guide district decisions to support the installation of the intervention system and Check-in Check-out for cohort 1 schools starting this year
- Future use:
  - At both the district and school levels to continue to support installation and use of the intervention system

MiMTSS
Technical Assistance Center

1.0 Interactive Review

Implementation Stages

Exploration
Assess need; Examine fit and feasibility

Installation
Assure resources; Develop supports

Initial Implementation
Initiate practice; use data to improve supports

Full Implementation
Practice is consistent; positive outcomes

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005)

Making Connections

- **Tiered Delivery System:**

  A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum...organized along a continuum to meet the needs of each and every learner

- Districts define data, systems, and practices for Tiers 1, 2, and 3 and all schools are aligned with the common definitions

(MDE MTSS Practice Profile, 2020)

MiMTSS
Technical Assistance Center

Tiered Delivery System

- Includes three tiers and is intended to be layered with intensification supports matched to learner need

  - Tier 1: Universal Instruction differentiated to meet the needs of all learners

  - Tier 2: Intervention platform consisting of supplemental, targeted interventions intended for some learners

  - Tier 3: Intensive, individualized instruction which builds on Tier 1 instruction and Tier 2 interventions for learners with severe and persistent needs

(MDE MTSS Practice Profile, 2000; p. 14)

What is an Intervention System?

System that provides a means to ensure **efficient**, **effective** and **equitable access** to intervention supports for all students within a school

MiMTSS
Technical Assistance Center

Framework for Addressing Practices and Supports
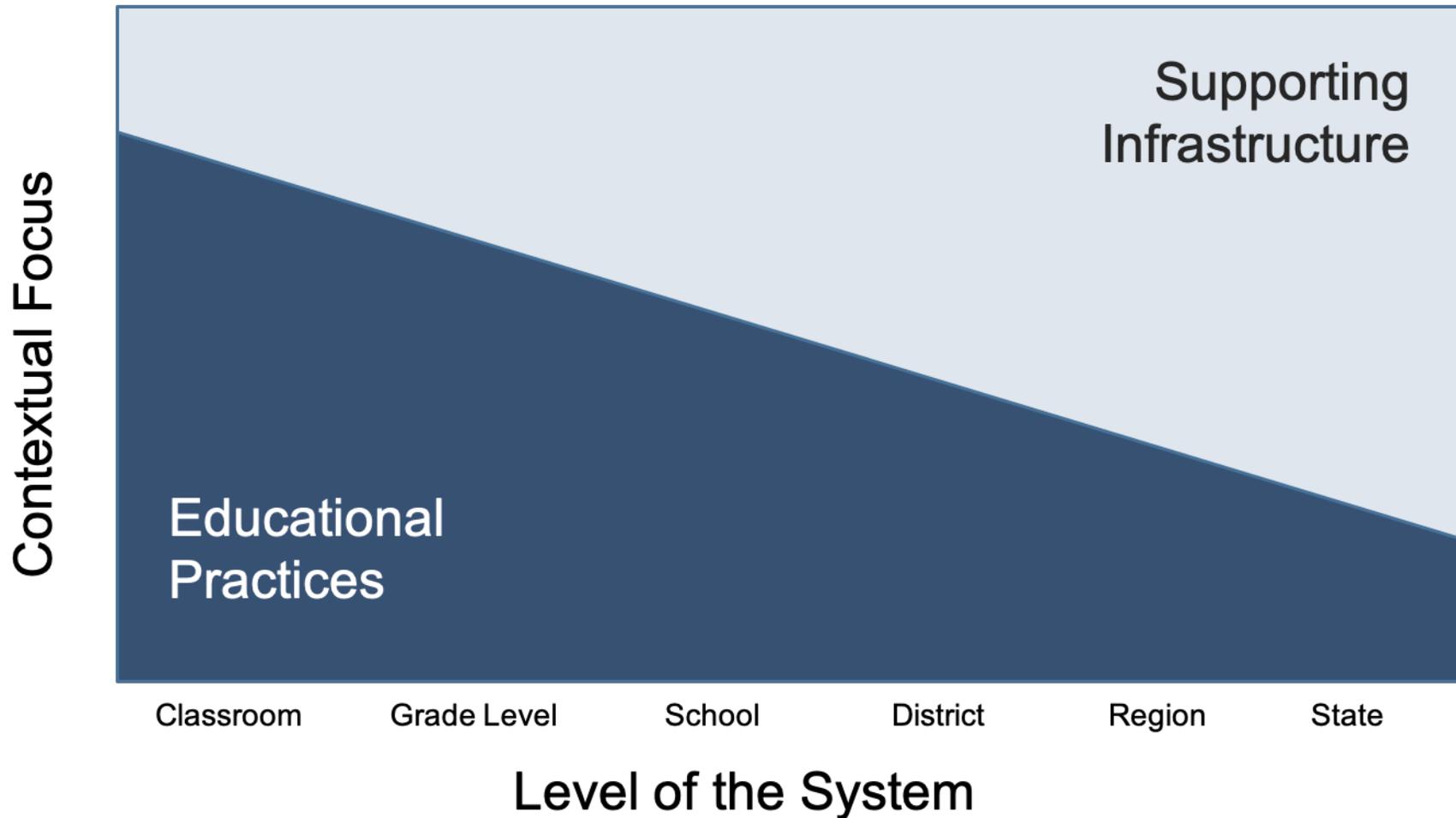
(McIntosh & Goodman, 2016)

Role of DIT

- Several decisions need to be made at the district level that will push upon time, resources, and practices

- Individuals involved in the work may need to expand to include other district staff (e.g., principals, curriculum director)

- DIT supports district-decisions and the use of district processes (e.g., communication protocols, barrier process, alignment/review)

MiMTSS
Technical Assistance Center

"Overemphasis of intervention selection and under-emphasis of intervention management is probably the most common error…we want to remind you that intervention failure should be an exceedingly rare event. When intervention failure is not a rare event, implementation errors are at work."

(VanDerHeyden & Tilly, 2010)

MiMTSS
Technical Assistance Center

District Decisions and Supports

- Selection of interventions and assessments
- Intervention access and effectiveness
  - Intervention Platform (e.g., grid)
  - Time for intervention
  - Placement and grouping decisions
- Staff selection and development
- Teaming structures

MiMTSS
Technical Assistance Center

Activity 1.1

- As a team, take a moment to assess your progress since the last session by reviewing the following:

  - District Intervention System installation checklists

  - Implementation Plan

  - District Decisions: Behavior Intervention System

    - Selection of Interventions & Assessments

    - Intervention Platform (e.g., grid)

    - Time for Intervention

- Ensure plans are developed to address any remaining decisions from the previous session

MiMTSS
Technical Assistance Center

Recall: Timelines

- ## Non-negotiable:
  - All Cohort 1 schools will install Check-In, Check-Out this fall and begin using the intervention in the winter
  - Cohort 1 schools will attend intervention systems professional learning this winter
- ## Contextualized Decisions:
  - District expectations for using and expanding the intervention system for elementary, middle, and high schools

MiMTSS
Technical Assistance Center

Today's Focus

- Intervention Access & Effectiveness
  - Placement and Grouping Decisions
- Staff Selection and Development (e.g., training, coaching)
- Teaming Structures

2.0 Intervention Access and Effectiveness

Placement and Grouping Decisions

MiMTSS
Technical Assistance Center

Intervention Placement

- To accurately place and group students, the following are needed:
  - An intervention platform (e.g., intervention grid) which addresses a progression of skills and continuum of learner needs
  - An assessment system which documents decisions for the collection and use of universal screening, progress monitoring, and diagnostic assessments
- Failure to appropriately place and group students will lead to minimal or no gains in targeted skills

MiMTSS
Technical Assistance Center

Important Considerations

- Each school will develop intervention placement and grouping procedures given their resources and infrastructure

- Placement and grouping procedures should be similar across schools

- District decisions and guidelines to consider:
  - Intervention placement
  - Grouping students and starting interventions
  - Screening and placing new students in interventions
  - Communicating with families about interventions

26

Activity 2.1

- Access the document, "District Decisions: Intervention System"

- Your Implementation Specialist and Coordinator will provide an overview of the placement and grouping decisions and flowchart

- Document any decisions that can be made at this time

- Discuss who needs to be involved in decisions, timelines for making these decisions, and add activities to your implementation plan

MiMTSS
Technical Assistance Center

3.0 Staff Selection & Development

Recall: Recruitment and Selection

- Includes:

  - Job or Role Description

  - Recruitment and Selection Guidelines (i.e., posting, existing staff, protocol)

  - Professional Learning Plan

- For internal roles that are not full time, include in description "Estimated Time Allocation"

Professional Learning Plan

- **All** individuals providing intervention need initial professional learning for each intervention program they use

- Learning includes:

  - Highly qualified trainer with experience in using the intervention

  - Overview (e.g., contents, organization, placement tests, assessments)

  - Modeling of each program component

  - Practice in using instructional routines and error correction procedures

  - Overview of the intervention program fidelity checklist and opportunities to practice using the tool

MiMTSS
Technical Assistance Center

Initial Professional Learning

- Documentation is needed regarding who has received initial professional learning
- A system should be developed to monitor this information regularly to ensure individuals providing intervention have received appropriate training
- This will also push upon ongoing instructional coaching, when applicable

MiMTSS
Technical Assistance Center

Training is not enough…

High-quality coaching support provided to educators improves their use of evidence-based approaches as intended, which is critical to achieving successful outcomes for students.

(National Implementation Research Network, AI HUB)

MiMTSS
Technical Assistance Center

Expanding the Coaching System

- Individuals with expertise support staff in effectively using and intensifying interventions
- Coaching system outlines
  - Skillsets and responsibilities
  - Process for selecting coaches
  - Focus of coaching (e.g., coaching concepts)
  - Guidelines
  - Time allocation

MiMTSS
Technical Assistance Center

Activity 3.1

- Access the document, "District Decisions: Intervention System"

- Your Implementation Specialist and Coordinator will provide an overview of

  - Staff Selection and Development Decisions

  - Appendix D: Intervention Training High-Quality Checklist

- Document any decisions that can be made at this time

- Discuss who needs to be involved in decisions, timelines for making these decisions, and add activities to your implementation plan

4.0 Teaming Structures

School-level Teaming Structures

- Multiple teaming structures support an intervention system, each with a defined role

  - **School Leadership Team** to maintain focus on Tier 1 instruction and ensures systems are in place to support all students in the school

  - **Grade-level Teams** meet and organize class-wide instruction and behavioral supports

  - **Department Teams** meet to design discipline-specific instruction and behavioral supports

  - **Individual Student Problem Solving Teams (e.g., multi-disciplinary)** facilitate high-quality individual student data analysis

Activity 4.1

- Access the document, "District Decisions: Intervention System"

- Your Implementation Specialist and Coordinator will provide an overview of teaming structures

- Document any decisions that can be made at this time

- Discuss who needs to be involved in decisions, timelines for making these decisions, and add activities to your implementation plan

MiMTSS
Technical Assistance Center

5.0 Next Steps & Communication

Recall: Intervention System Professional Learning

- Intervention Systems
  - Cohort 1 schools attend intervention system training in the winter
  - District decisions and/or timelines for decisions related to the intervention system need to be made by the district prior to schools attending trainings
- Check-In, Check-Out (CICO)
  - All cohort 1 schools participated in Check-In, Check-Out (CICO) professional learning this fall and begin implementing this winter
  - District decisions related to CICO need to be defined by the district and communicated to schools prior to implementing this winter

MiMTSS
Technical Assistance Center

Next Steps

- Complete the "District Decisions: Intervention Systems" document and activities outlined in your implementation plan to support schools with the installation of their intervention system

- Use communication protocols to share district decisions and standardized processes with principals, coaches, and School Leadership Teams

- Update DIT Installation Checklists until they are 100% complete

Activity 5.1

- Review the activities added to your MTSS Implementation Plan throughout today's session

- Make sure each item is clearly articulated and includes who is responsible for each activity and that a timelines for completing each activity is recorded

MiMTSS
Technical Assistance Center

SESSION EVALUATION

- Trainers, add the session evaluation link from the MiMTSS Data System

- When you get to this slide in training, go to the link and provide a preview of the questions and how to complete the feedback.

MiMTSS
Technical Assistance Center