

Top 10 in 10

Supporting Learning and Learners



putting Michigan on the map as a premier education state

Stimulating Health and Education Integration Within a MTSS

2018 National Title I Conference
February 11, 2018



Please introduce yourself to someone new and share a fun fact about the state you are from.



MDE Mission Statement

**Support Learning
and Learners.**





MDE Vision Statement



Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

To realize Michigan becoming a Top 10 education state within the next 10 years, the existing structure and system of education must be challenged and reshaped. Michigan must establish an educational system that grants indelible rights for all stakeholders to succeed – a system focused more on what is best for children and their learning.

This is a framework of the strategic goals necessary to move Michigan forward.

STRATEGIC GOALS

1 Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education—to maximize lifetime learning and success.

2 Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

3 Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.

TOP 10 IN 10 YEARS



putting Michigan on the map as a premier education state

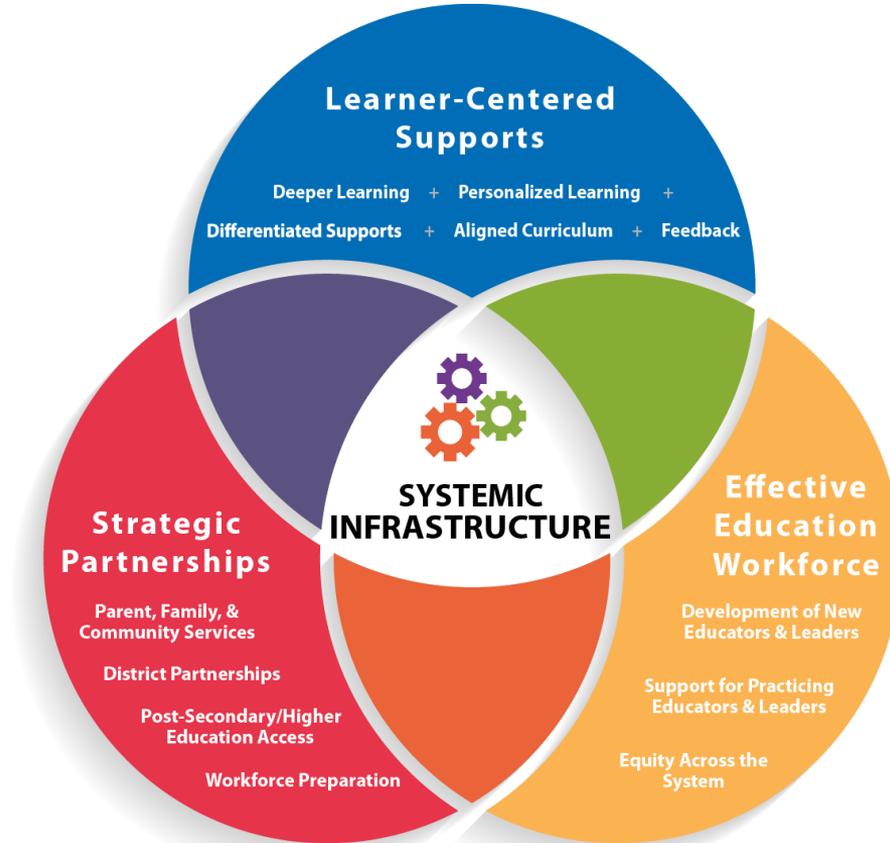
4 Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

5 Ensure that parents/guardians are engaged and supported partners in their child's education.

6 Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

7 Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

Top 10 in 10 Focus Areas





PARTNERSHIP

The purpose of the SISEP Center is to help SEAs establish state, regional, and district capacity to provide the critical content and foundation for establishing large-scale, sustainable, high-fidelity implementation of effective education practices to maximize academic and social outcomes of all K-12 students. This work is accomplished through the use of the science of implementation and strategies for organizational change.

SISEP & Executive Core Sponsor
Team

Transformation Zone

- System Coordination Team**
(State Management Team)
- State Transformation Staff**
- Way of Work Team**
- State Implementation Team**

ISD Implementation Teams
(Lenawee, Saginaw, Ingham)

Lenawee:
Clinton Community
Onsted

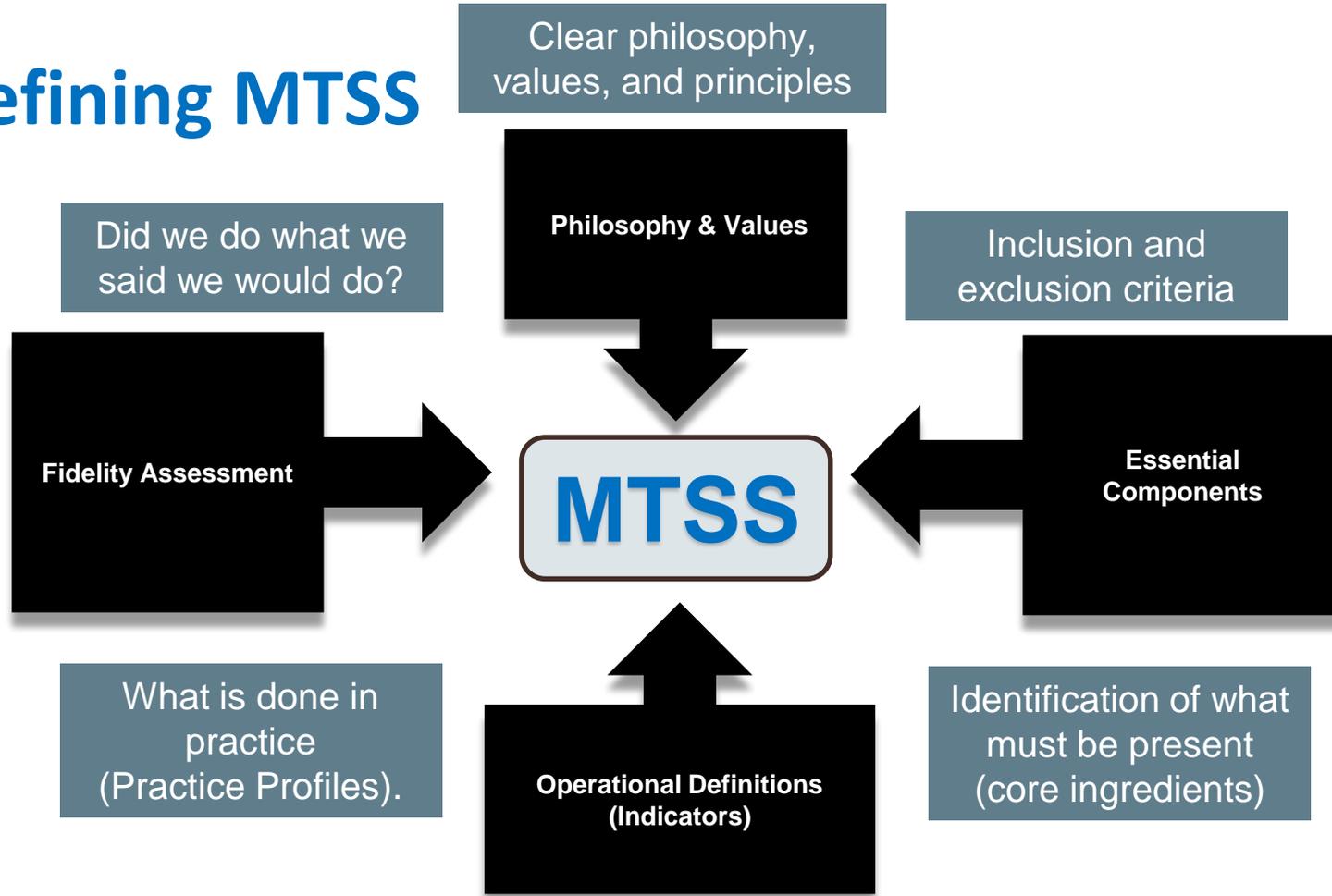
Saginaw:
Freeland
Birch Run
Chesaning
Carrollton (Thought Partner)

**Ingham is a
Thought Partner**

**Building
Implementation
Team (up to
3/district)**

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Defining MTSS

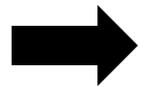




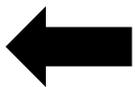
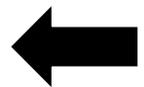
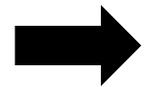
**DOCUMENT
review**

Total: 18

MI Documents = 6
Other SEAs = 6
Other Documents = 6



Scoping
Review:
21
articles



Semi-Structured
Focus Groups:
N = 19 groups
with 80
participants



MDE's MTSS Philosophy

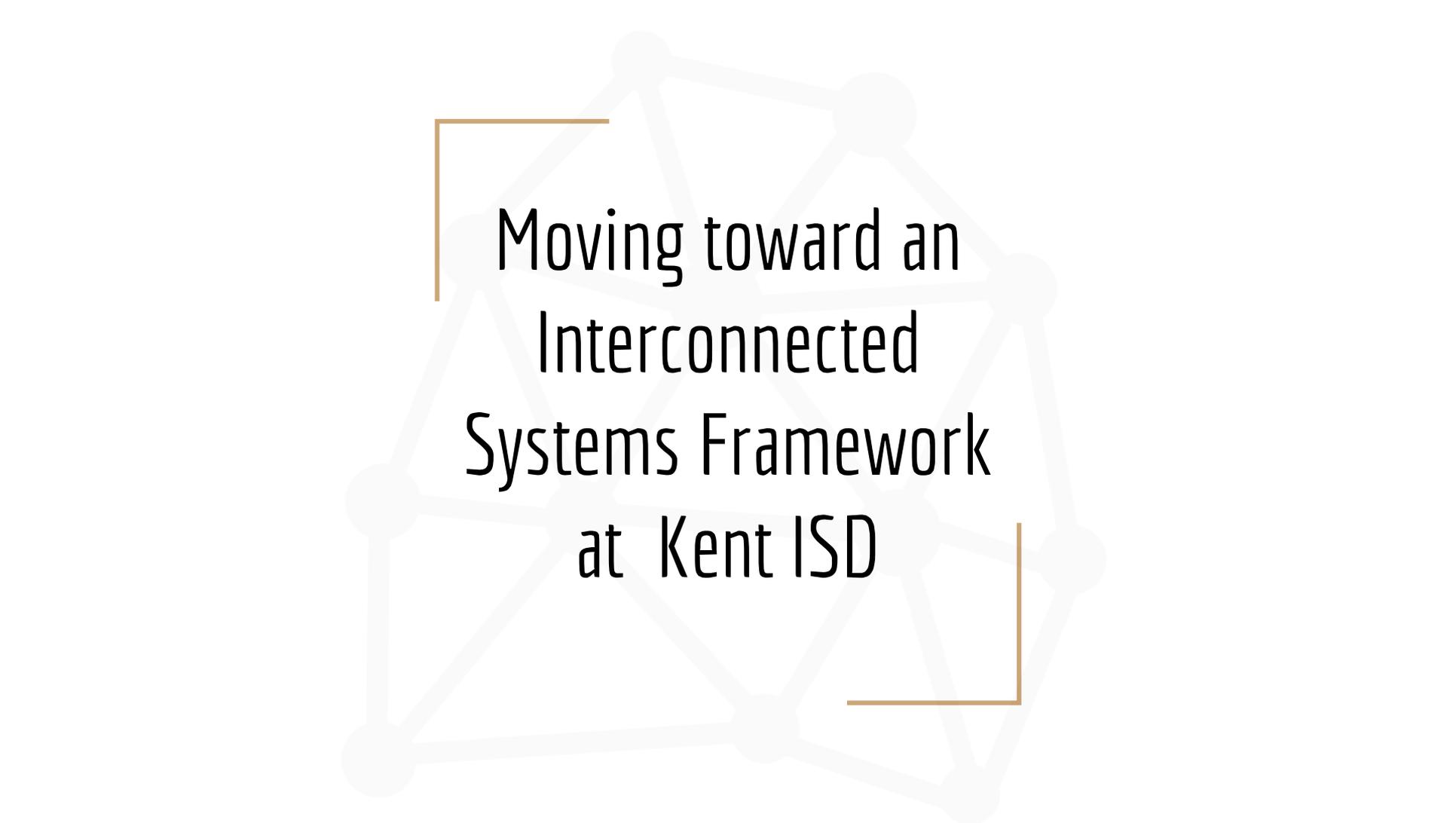
Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs of the whole child (academic, behavioral, physical, social, and emotional). MTSS intentionally interconnects all systems and subsystems in support of successful learners, schools, centers, and community outcomes. The essential components of MTSS are inter-related and complementary. The MTSS framework provides schools and districts an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so all learners succeed.

MTSS Component	MTSS Component Definition
Team-Based Leadership	An active, organized, knowledgeable and representative group exists to provide whole child (academic, behavioral, physical, social, and emotional) supports, remove barriers, coordinate and evaluate activities across the system.
Tiered Delivery System	<p>A responsive framework that provides instruction, interventions, and supports intended to meet the needs of the whole child (academic, behavioral, physical, social, and emotional). Based on an aligned curriculum, the instruction, interventions and supports are organized along a continuum to meet the needs of <u>each and every</u> learner. Tiers are intended to be layered with intensification of supports as matched to learner need.</p> <ul style="list-style-type: none"> • Tier 1 is the research-based instruction and classroom interventions that will be available to all learners and effectively meet the needs of most. • Tier 2 are supplemental, targeted interventions intended for some learners who require support or extension beyond tier 1. • Tier 3 supports provide intense individual interventions for few learners with highly accelerated, or severe and persistently challenged, academic and/or non-academic needs.
Selection and Implementation of Instruction, Interventions and Supports	Instruction, interventions and supports are chosen because there is evidence that indicates expected success for the identified need. The selection process considers a whole child approach (academic, behavioral, physical, social, and emotional), the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives. Selection also considers the resources and capacity needed to support implementation with fidelity.
Comprehensive Screening and Assessment System	<p>A comprehensive screening and assessment system is a coordinated system of multiple assessments and measures – each of which is valid and reliable for its specified purpose and for the population with which it will be used – designed to help educators make informed instructional and programmatic decisions. The system provides information about the needs of <u>each and every</u> learner from a whole child (academic, behavioral, physical, social, and emotional) perspective. The data acquired through the system is used to inform understanding, policy and practice to support improved learner outcomes and school capacity.</p> <p>Comprehensive screening and assessment systems includes:</p> <ol style="list-style-type: none"> 1. Balanced assessment system (formative, benchmark/interim, summative) 2. Universal screening measures and decision rules for using those data 3. Progress monitoring assessments and decision rules for using those data 4. Diagnostic assessment process
Continuous Data-Based Decision Making	The utilization of all relevant whole child (academic, behavioral, physical, social, and emotional) data to analyze, evaluate, and plan strategies that support sustainable systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of the comprehensive needs assessment, efficient data collection practices for multiple data sets, and a formal improvement process. Data used are timely, valid, reliable, accurate and reviewed in ongoing cycles. The roles and responsibilities for data-based decision making within the system are clearly defined and executed.

With a partner discuss...



- How is your state defining “whole child” ?
- How is a Multi-Tiered System of Supports (MTSS) framework being utilized to meet the needs of learners in your community?



Moving toward an
Interconnected
Systems Framework
at Kent ISD

Acknowledgements

Mark Weist, Susan Barrett, Kelly Perales - **ISF National Leadership Team**

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Sharon Stephen & Nancy Lever - **National Center for SMH**

Michigan's Integrated Behavior and Learning Support Initiative

Leora Wolf-Prusan - **Now is the Time - Technical Assistance Team**

Definition of ISF

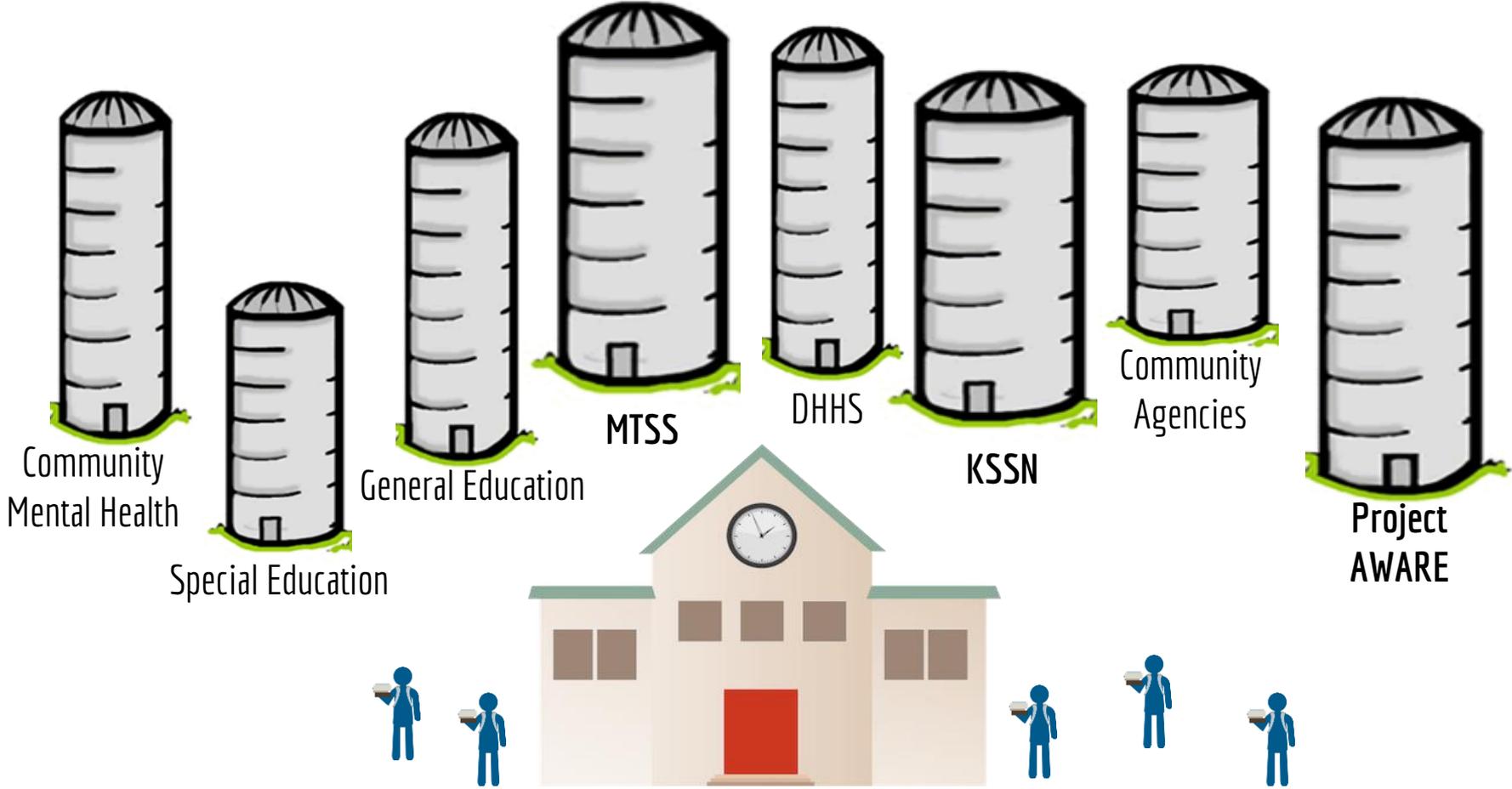
School Wide Positive Behavioral Interventions and Support

+

School Mental Health Systems

Interconnected Systems Framework

Where we started:



Turn and Talk

- With a partner discuss
 - Your current understanding of an Interconnected Systems Framework
 - How the silos in the previous slide could contribute to an ISF

Kent School Services Network

Developing Community Schools



KSSN School Mental Health Model

- Community School Coordinator establishes partnerships to meet the mental health needs of the students & coordinates service delivery within the school.
- Site Team Clinician provides individual or family therapy to assigned clients as well as group therapy or prevention groups for identified students during non-billable hours.

Community & School-Based Mental Health Challenges

- Schools sometimes see Mental Health Services as a silver bullet
- Without ISF there is a limited use of data to identify students for services
- Services tend to be focused on students externalizing their behaviors
- KSSN staff are somewhat isolated in the schools, not embedded in the school system
- School systems staff and community partners aligning their specific roles in the school



Definition of MTSS

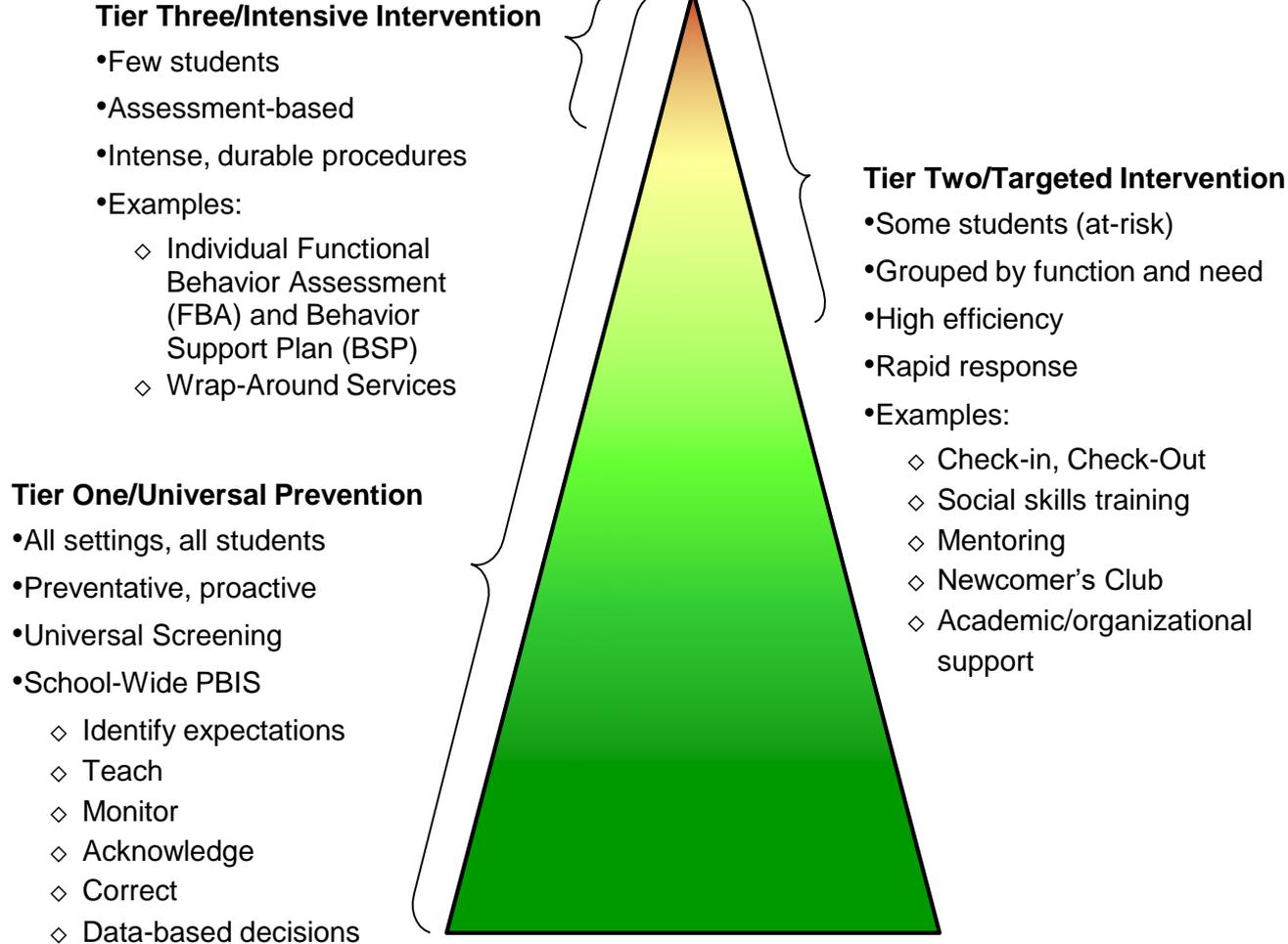
A Multi-Tiered System of Supports (MTSS) is a **framework** to provide **all** students with the best opportunities to succeed **academically and behaviorally** in school.

The principles and practices of an MTSS are based upon what research has shown to be effective in

creating successful and sustainable system change
and

providing the most effective instruction to all students.

PBIS Continuum of Supports



SW-PBIS Implementation Challenges

- Many schools implementing SW-PBIS struggle to implement effective interventions at Tiers 2 and 3
- Youth with “internalizing” issues may go undetected
- Not enough staff and resources
- SW-PBIS systems (although showing success in social climate and discipline) often do not address broader community data and mental health prevention.



Project AWARE at Kent ISD

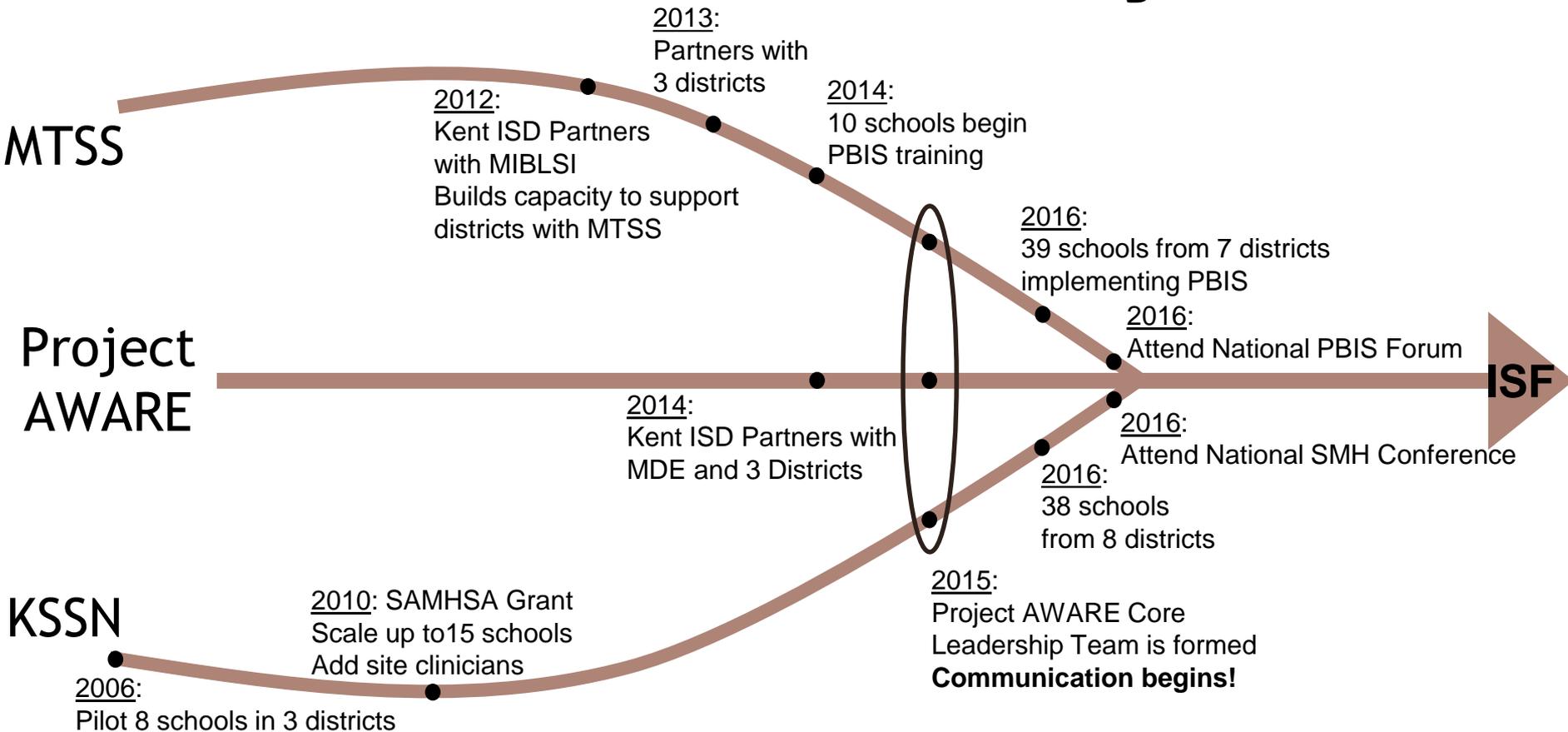
Project Advancing Wellness And Resilience in Education

- Purpose: Design a **sustainable** collaborative system to **integrate** school and community mental health services.
- Goals:
 - Increase the capacity of educational systems to detect, respond, and connect youth and family with services
 - Increase awareness of the behavioral health needs of school aged youth through education, promotion, and prevention.
 - Increase the total number of adults trained in Youth Mental Health First Aid.

Turn and Talk

- Do you notice overlap between these three initiatives?
- Where is there potential for duplication of efforts?

Making Connections



MTSS

Project AWARE

KSSN

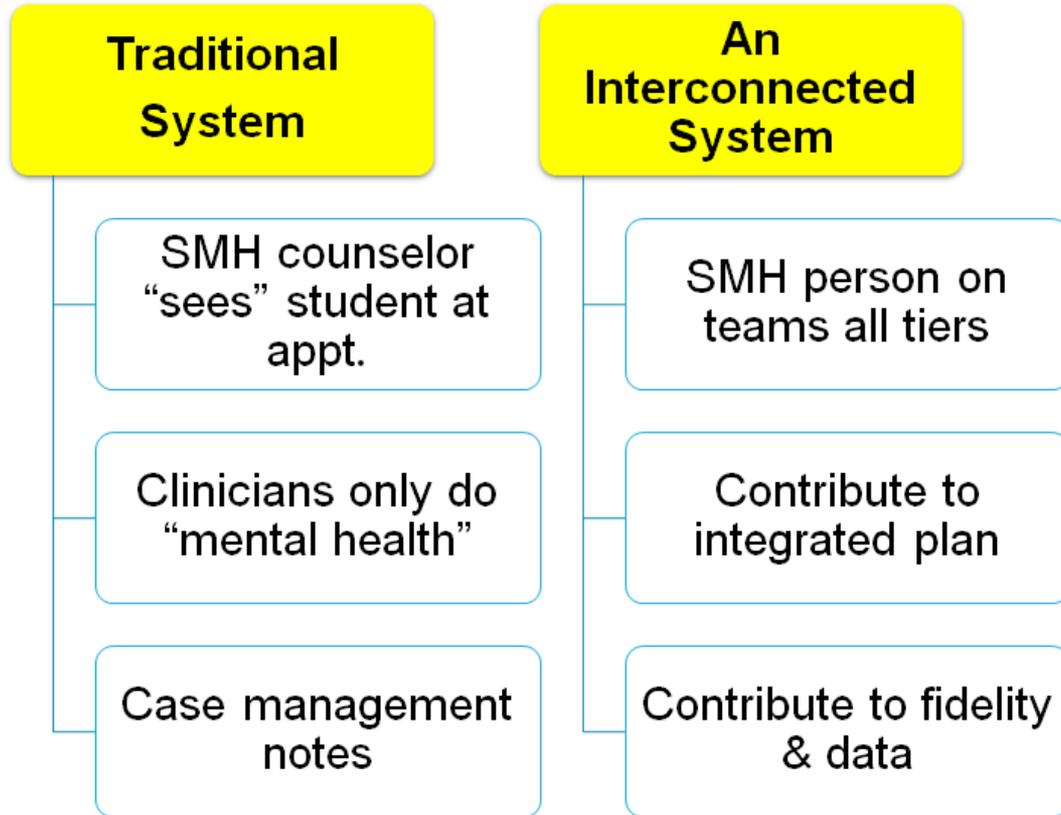
ISF

Where we are now:

Common Vision for Interconnected System Framework in Kent County ...

Strengthen the delivery and integration of behavioral & mental health supports for students and families, creating a positive school environment for academic achievement & development of the whole student

School and Community Mental Health



Interconnected Systems Framework

Tier Three/Intensive Intervention

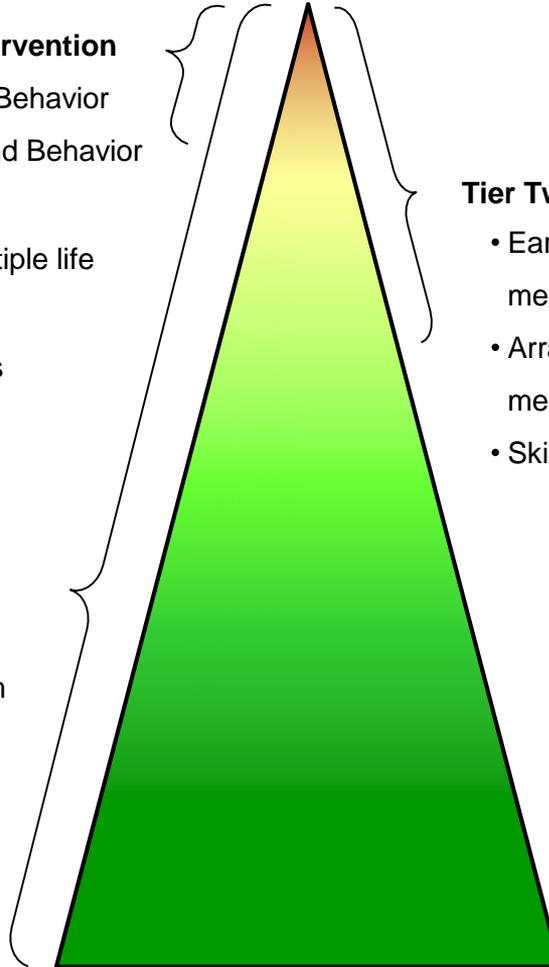
- Individual Functional Behavior Assessment (FBA) and Behavior Support Plan (BSP)
- Plans can include multiple life domains
- Wrap-Around Services

Tier Two/Targeted Intervention

- Early identification of students at risk for mental health concerns
- Array of services available including mental health supports
- Skill-building and support groups

Tier One/Universal Prevention

- School-Wide PBIS
- Universal Screening
- Social Emotional Learning Curriculum
- Partnerships with school, family and community
- Foundational Components (Trauma Informed, Cultural Competency, Restorative Practices)



ISF District Partnerships

District-Level Implementation Teams

- ISF Memorandum of Understanding between Kent ISD and 5 districts
- Include KSSN representation
- MIBLSI Model: Develop of vision and supports for school-level implementation
- Ongoing data review

School-Level Implementation Teams

- 13 new school teams attending training
- 16 existing PBIS schools expanding to ISF
- Include KSSN representation
- MIBLSI Model: three years of building level training for 3 tiers of PBIS
- Ongoing data review

Turn and Talk

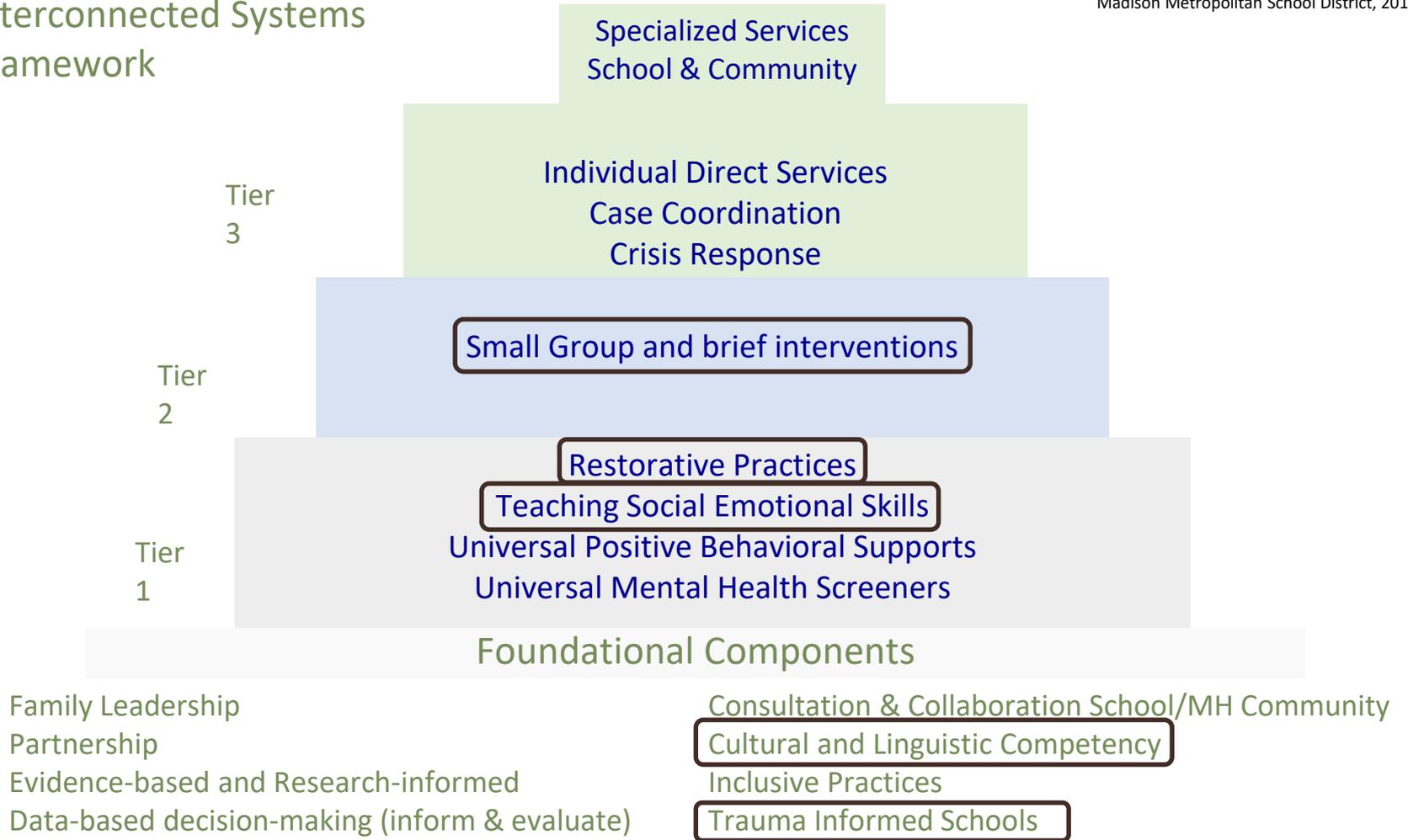
After hearing our journey towards integration

- Does any of this sound familiar? Has your district had a similar experience?
- What next steps could groups in your district take to better coordinate services?

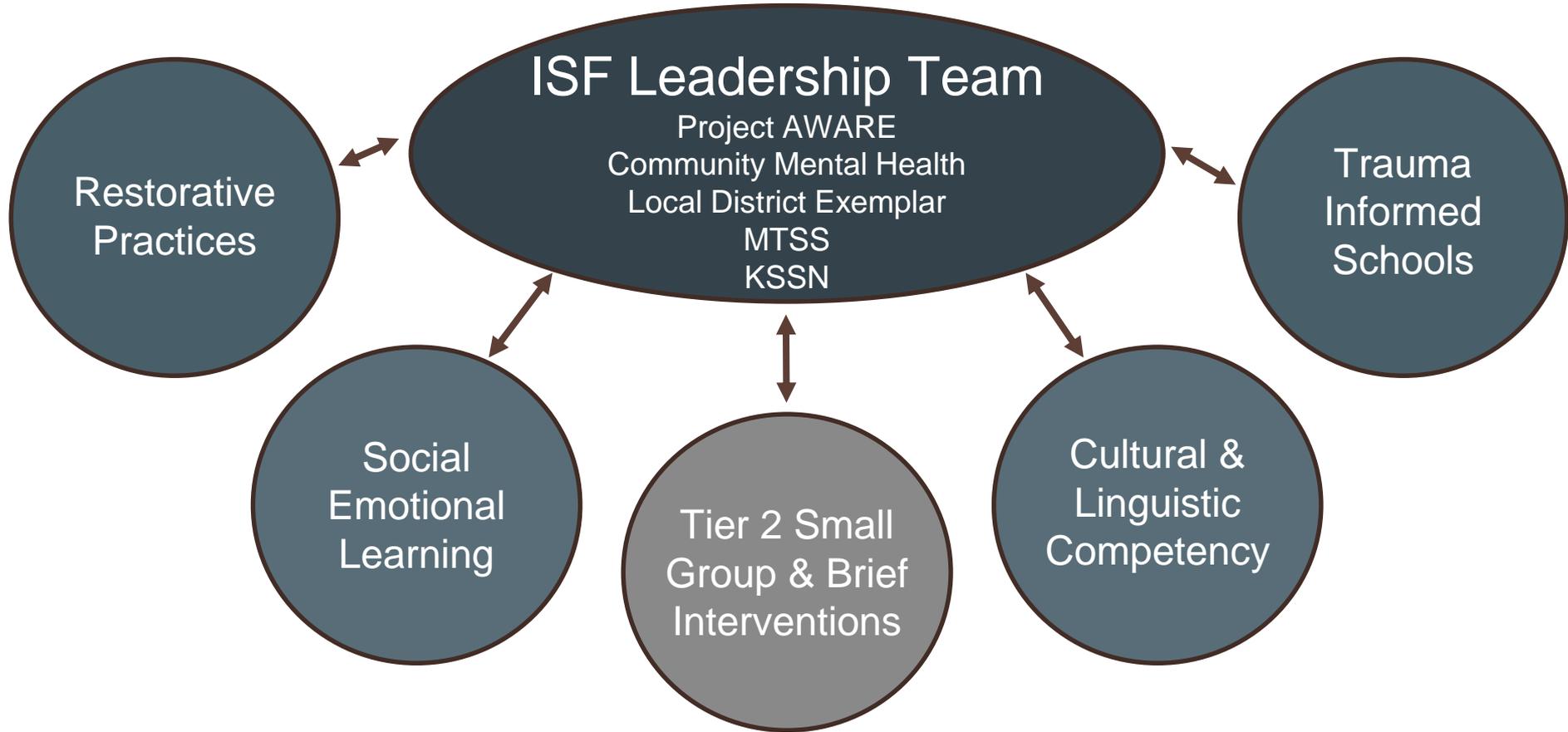


Our Next Steps

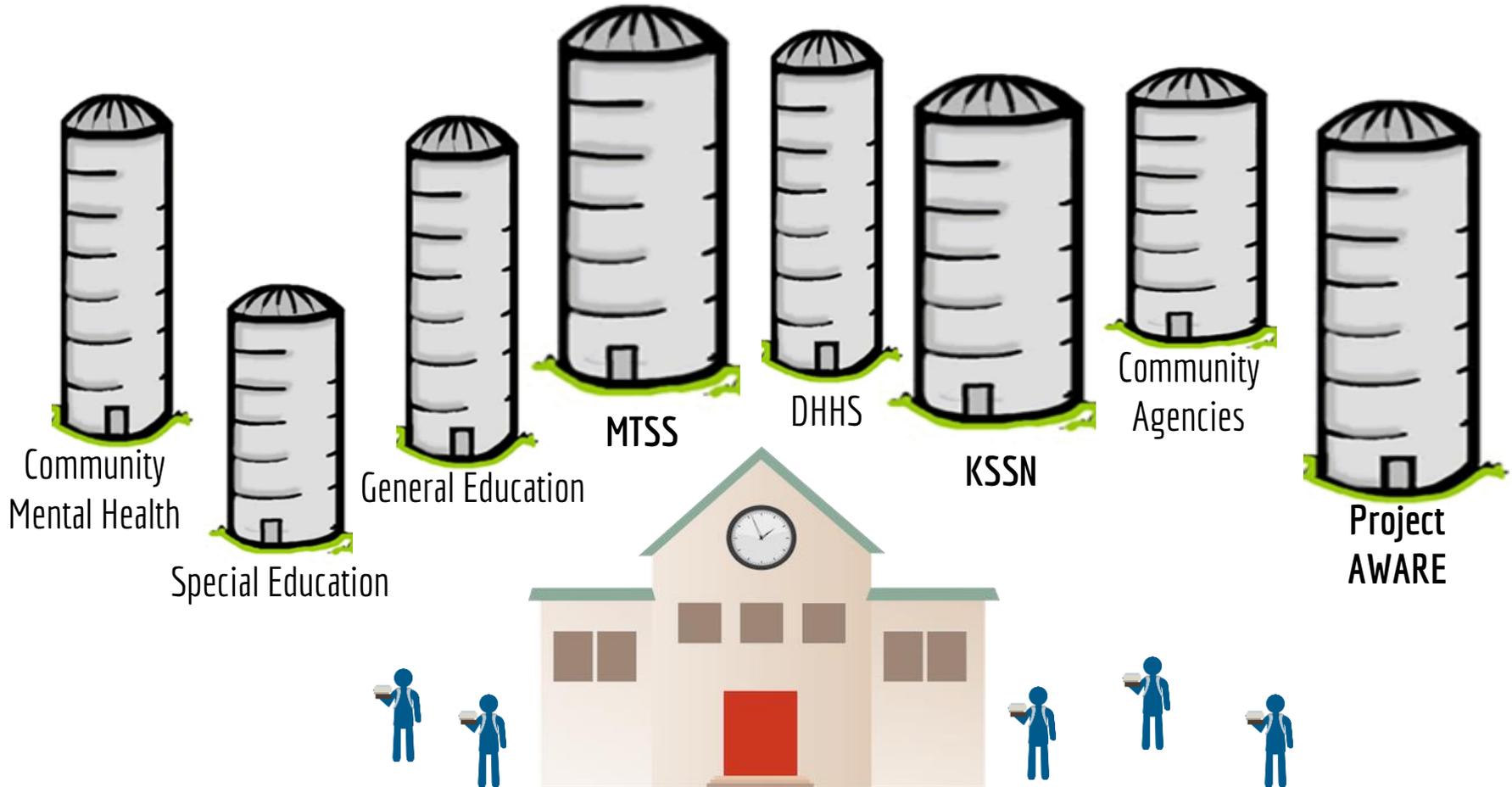
Interconnected Systems Framework



Community Management Team Structure



Recall where we were:



Where we are going:



MTSS
Pilot Districts
KSSN
YMFHA
Project AWARE
Kent DHHS



Community Agencies
Community Mental Health
Parents
Teachers
Youth
General Education
Special Education

Words of Wisdom

Education continues to rely on the “excellent teacher” myth rather than on the “**improved system**” approach. Excellent teachers are a gift, and we should admire, learn from and support them.

But the real issue is how to

- (a) train more “excellent teachers”,
- (b) give them curricula that really works, and
- (c) give them a **system** that makes it easier and more likely that excellent teaching happens by design rather than by heroic efforts to overcome the system.

Rob Horner, 2013

Words of Wisdom

There will never be enough laws, policies, processes, documents, etc. to force change

Change is best realized through the relationships we build with those people and groups that have a common interest toward solving a persistent problem or seizing an opportunity

Bill East, Joanne Cashman, Natl Assoc of State Directors of Special Education

Presenters:

Elizabeth Newell, EdS, LPC, CTS
State Transformation Assistant Administrator
Michigan Department of Education
newelle@michigan.gov

Kirsten Rice, LMSW
Multi-Tier System of Supports Coordinator
Kent Intermediate School District
KirstenRice@kentisd.org

