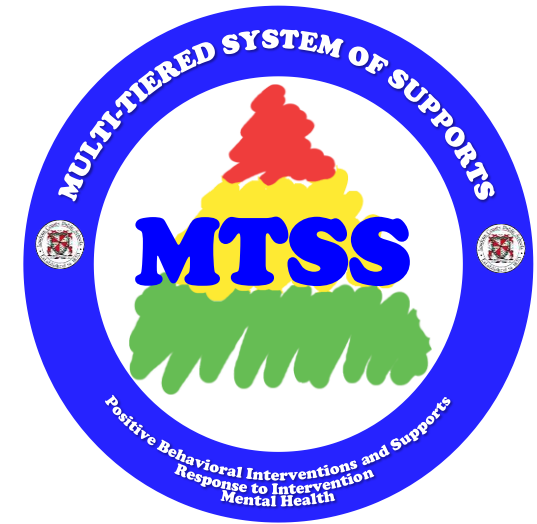


Using a Multi-Tiered System of Supports to Meet the Needs of ALL Learners

Parent Resource Services Presentation

April, 2019

**STEFANIE LAPOLLA, MTSS SUPERVISOR
LOUDOUN COUNTY PUBLIC SCHOOLS**



Learning Objectives

- Overview of a Multi-Tiered System of Support in Loudoun County Public Schools
- Discussion of the Response to Intervention, Positive Behavioral Interventions and Supports, and Mental Health and Wellness Frameworks
- Review how using a multi-tiered system supports both core instruction and intervention delivery

OUR MISSION

Empowering all students to make meaningful contributions to the world

CORE BELIEFS

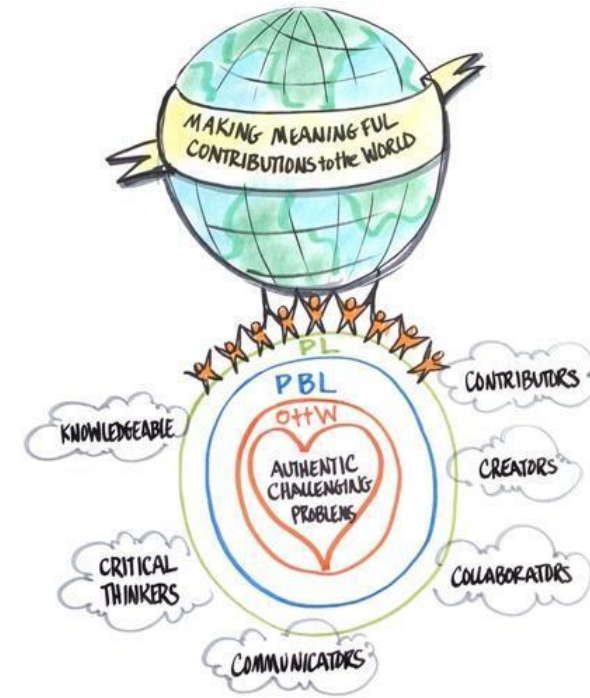
1. A culture of continuous improvement drives the fulfillment of our mission
2. Strong partnerships with families and our community enhance our excellence
3. An inclusive, safe, caring, and challenging learning environment serves as the foundation for student growth
4. Transparency and good stewardship of resources strengthen public trust and support

STRATEGIC GOALS

1. Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors
2. Cultivate a high-performing team of professionals focused on our mission and goals
3. Deliver effective and efficient support for student success

vision
20/20

LCPS STRATEGIC FRAMEWORK



Pupil Services Mission and Goal

- Educate the whole child by providing supports and services to meet the academic, social, emotional, behavioral and health needs of all students.
- Through the removal of barriers to learning and creation of positive learning environments, students can *make meaningful contributions to the world.*

Multi-Tiered System of Supports (MTSS)

Response to Intervention (RTI) - Academic

Positive Behavioral Interventions and Supports (PBIS) - Behavior

MH - Mental Health and Wellness

AKA: Virginia Tiered System of Supports (VTSS)

Integrating Systems and Implementing Advanced Tiers

MTSS THEORY OF CHANGE/LOGIC MODEL

Division team provides ongoing professional learning on effective schoolwide and classroom practices for academic, behavioral, and social-emotional learning.

Division team provides professional learning to schools on established tier criteria and data sources needed to identify students' response to intervention.

Division team provides professional learning to support integrated data-based decision making.

Division team provides professional learning to support the selection and implementation of interventions, matched to student needs.

Division team reviews fidelity and impact of implemented interventions.

Schools provide high quality academic, behavioral, and social-emotional core instruction with a wide variety of techniques for all students.

Schools clearly articulate and consistently implement criteria for identifying students who may be in need of interventions.

Using an integrated approach, school teams meet to discuss students of concern and identify needs.

Based on collected data, school teams match evidence-based interventions to meet students' needs.

Schools implement evidence-based interventions and collect data on student goals as well as intervention effectiveness.

School teams adjust levels of intervention based upon student progress.

Students are identified using established criteria and discussed during problem solving team meetings.

Additional data and student input are gathered and considered.

Students are appropriately placed in targeted or intensive interventions, as appropriate.

Students' response to instruction/intervention is appropriately measured.

Students are supported through core strategies and/or targeted and intensive supports.

Families and communities partner with division and school teams to support the academic, behavioral, and social-emotional needs of all students.

ALL STUDENTS are provided with varied levels of support and intervention to address any potential barriers to learning.

ALL STUDENTS' needs are supported and met through an integrated, effective, timely, and consistent approach.

Underlying Principles of Multi-Tiered Prevention Models

1. What are predictable failures?
2. What can we do to prevent failure?
3. How will we maintain consistency?
4. How will we know if it's working?

- PREDICT
- TEACH
- CONSISTENT
- EVALUATE

Activity

Predict, Teach, Consistent, Evaluate

Response to Intervention

(MTSS-RTI)

Definition of Response to Intervention (RTI)

Response to Intervention (RTI) is a comprehensive assessment and intervention process that uses learning rate over time and level of performance to inform educational decisions while instruction is occurring. It provides a framework by which students are provided high-quality instruction and intervention matched to their individual instructional needs in order to ensure academic growth.

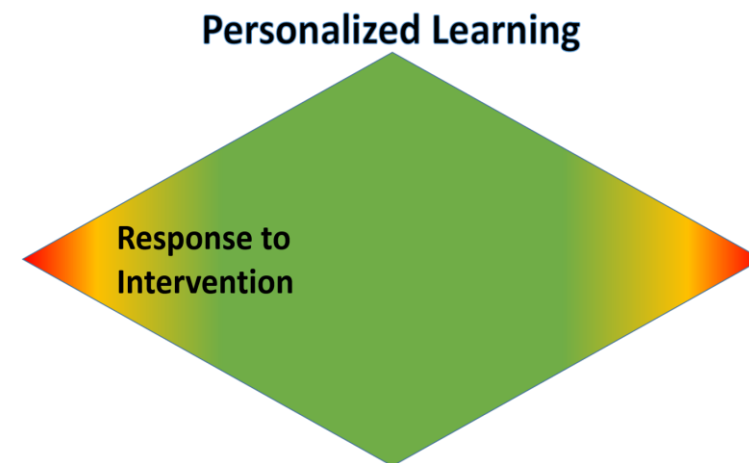
Three Elementary RTI Cohorts in LCPS

- 2017-2018 26 schools *
- 2018-2019 19 schools *
- 2019-2020 12 schools

* 7 schools participated in Math RTI Pilot

How does Response to Intervention align with other instructional initiatives?

- Responsive Instruction (RI) /Personalized Learning (PL) - support ALL students along the bell curve/rhombus
- Response to Intervention (RTI) - supports students at risk within a PL framework



Core Components of Personalized Learning and Response to Intervention

Personalized Learning

- Data Driven Decisions
- Targeted Instruction
- Flexible Content and Tools
- Student Reflection and Ownership

Response to Intervention

- Data-Driven Decisions
- Targeted Instruction
- Data to Support Student Success (includes universal screening & progress monitoring)
- Evaluation (outcomes & fidelity)

Specialized Instruction

- Reading - SRI
- Math - SMI

Specialized Instruction is Tier 3 (intensive) support but can be utilized for students with similar profiles at Tier 2 (targeted)

Positive Behavioral Interventions and Supports

(MTSS-PBIS)

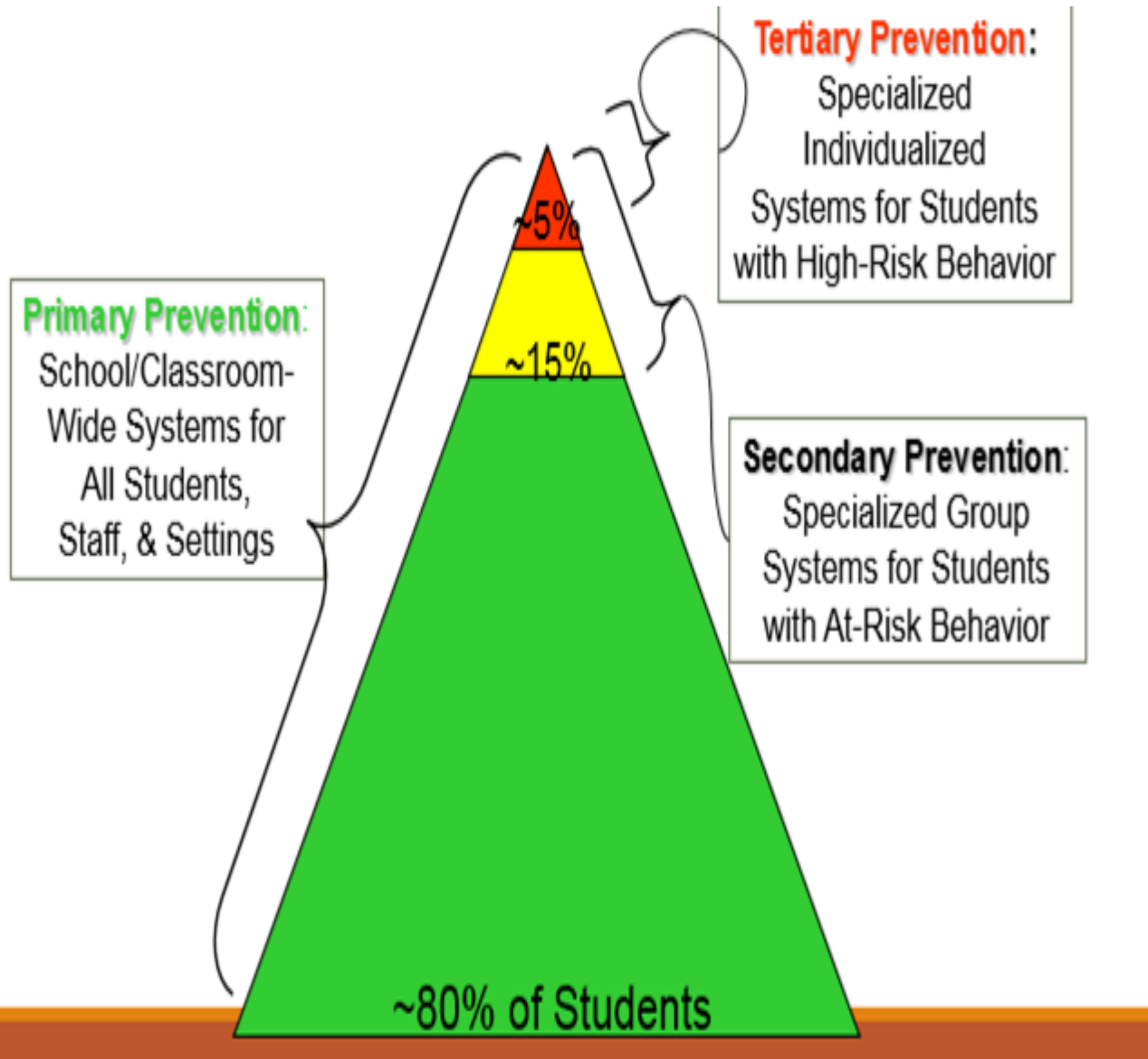
What is School-wide Positive Behavioral Interventions and Supports?

School-wide PBIS: A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to achieve both social and academic success for all students.

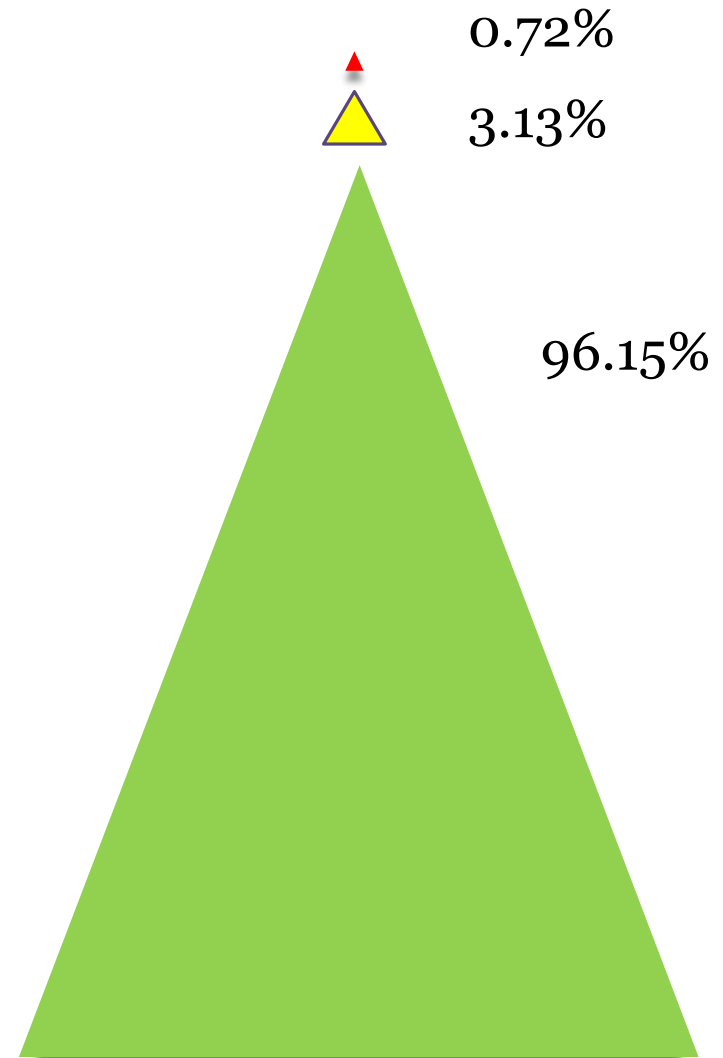
Evidence-based features of SW-PBIS

- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions
- Administrative leadership – Team-based implementation (Systems that support effective practices)

NATIONAL NORMATIVE REFERRAL DATA



LCPS REFERRAL DATA for FY18 MTSS-PBIS



Saved Instructional Time by Reducing Office Discipline Referrals

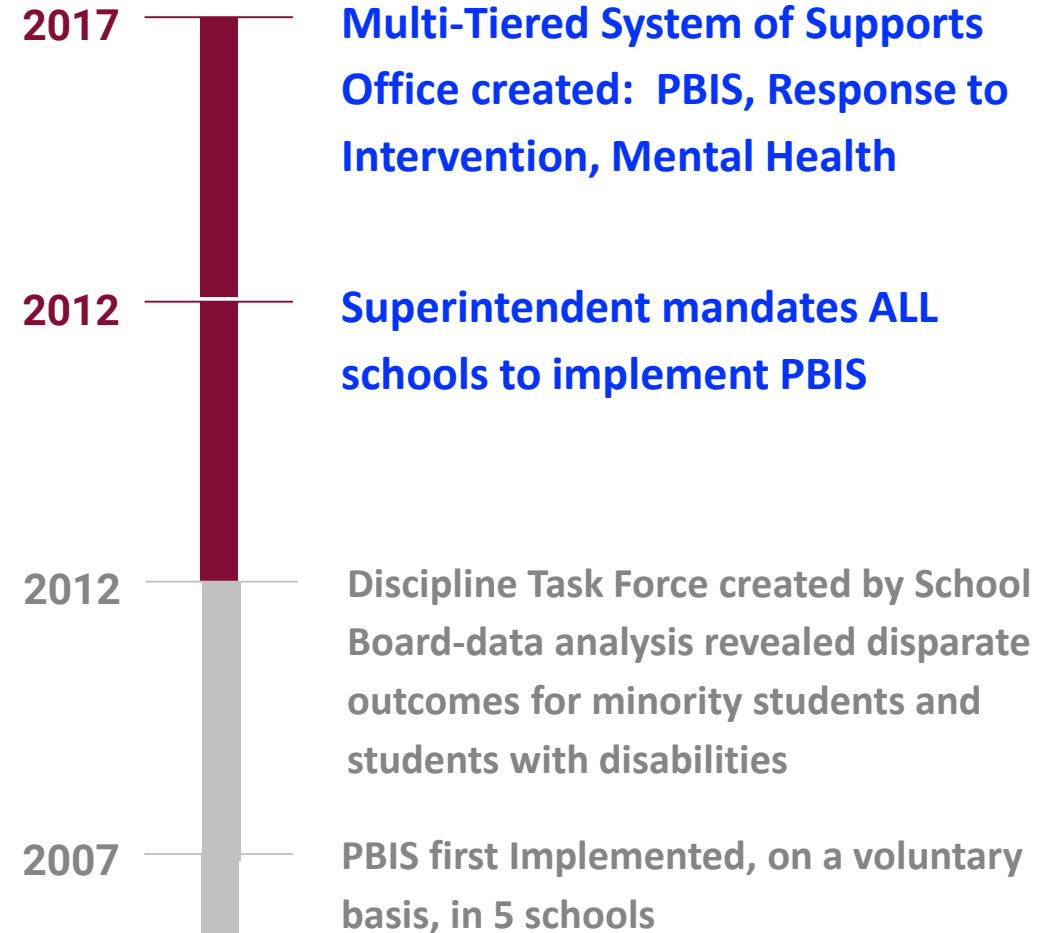
2015-2016	2016-2017	2017-2018
529 Hours	575 Hours	587 Hours
(84.7 Days)	(92.1 Days)	(93.9 Days)

PBIS in LCPS

2018 Data

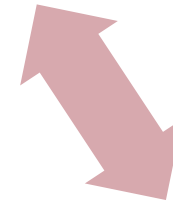
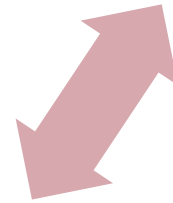
- Suspension rate lowest of any comparable division at 1%
- All ethnic/racial subgroup suspensions rates are <2%
- Suspension rates for students with disabilities are at 3.03%

Timeline



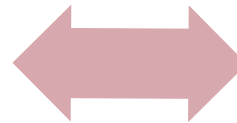
Division Support

Provides support to Coaches and school teams through site visits, coaches meetings, professional learning and collaboration with various LCPS offices and departments



School PBIS Team

Shares data to support student success; develops and implements actions to support school-wide positive behavior; engages families and communities in PBIS



External & Internal Coaches at each school

Facilitates school PBIS team in analyzing data trends, engaging in data based decision-making and developing and implementing action steps to support school-wide positive behavior

Behavioral Interventions

Academic Interventions

Social-Emotional Interventions

Tier 3: Intensive, Individual Interventions:

- Functional Behavioral Assessment and Behavior Intervention Plan
- Individual Behavior Plan/Intervention
- Restorative Conferences
- Technical MANDT

Tier 3: Intensive, Individual Interventions:

- Modified Instruction/Assessments
- Alternate Assignments
- Individualized Instruction
- Specialized Instruction (e.g. Reading, Math)

Tier 3: Intensive, Individual Interventions:

- Individual Counseling
- Threat Assessment/Safety Plan
- Restorative Conferences
- Suicide Screening, Referral, Follow-Up
- Insight Program
- 10-Day Substance Abuse Program

Tier 3 Systems Planning and Problem Solving Teams: Child Study, PSSST, Mental Health

Tier 2: Targeted Group Interventions:

- Check-In/Check-Out
- Small Group
- Restorative Circles
- Explicit Skill Instruction
- Relational MANDT

Tier 2: Targeted Group Interventions:

- Targeted Evidenced-Based Strategies/Intervention
- Structured Flex/Resource
- Tutoring
- Check-In/Check-Out
- Mentoring
- Specialized Instruction (Reading, Math)

Tier 2: Targeted Group Interventions:

- Group Counseling
- Threat Assessment
- Restorative Circles
- Support Groups
- Tobacco Education Program

Tier 2 Systems Planning and Problem Solving Teams: CLT, IT, SAT, Mental Health

Tier 1: Universal Strategies:

- Define, Teach, Model, Reinforce School-wide Expectations
- Differentiation (Reteach/Model/Reassess)
- Classroom Management System (Physical Environment, Rule and Routines Procedures, Opportunities to Respond, Active Supervision, Behavior Specific Praise, Error Correction)
- Equitable Classroom Practices
- Restorative Communication
- Relational MANDT
- PEER

Tier 1: Universal Strategies:

- Feedback
- Differentiation (Reteach/Model/Reassess)
- Reciprocal Teaching
- Teaching Self-Verbalization
- Meta-Cognition Strategies
- Peer Assisted Learning Strategies

Tier 1: Universal Strategies:

- Differentiation (Reteach/Model/Reassess)
- Sources of Strength
- Classroom Counseling Lessons
- PEER
- Signs of Suicide
- Signs of Suicide-Training Trusted Adults
- Substance Abuse Prevention
- Bullying Prevention (Stop-Walk-Talk & Expect Respect)

Tier 1 Systems Planning Teams: PBIS, RTI, School Leadership, Mental Health

Define School-wide Expectations for Social Behavior

- Identify 3-5 Expectations
- Short Statements
- Positive Statements (what to do, not what to avoid doing)
- Memorable
- Examples:
 - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Follow directions of adults

Teaching Rules

Keys to Teachable Rules

1. Anchor all rules to 3-5 big ideas – School-Wide
2. All rules are taught as examples of the big ideas
3. Organize by location
 - Try for max 5 rules per location
4. Teach to students directly and explicitly
5. Revisit instruction throughout the year – acknowledge compliance



EXAMPLE

Respect Yourself

- in the classroom (do your best)
- on the playground (follow safety rules)

Respect Others

- in the classroom (raise hand to speak)
- in the stairway (single file line)

Respect Property

- in the classroom (ask before borrowing)
- in the lunchroom (pick up your mess)



8 Classroom Management Practices

1. Arrange Orderly Physical Environment
2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. Continuum of Response Strategies for Inappropriate Behaviors (Error Correction)
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond



HORNET HABITS

Behavior Expectations @ Harmony Middle School

	BATHROOM	CAFETERIA	HALLWAYS LOCKER AREA	BUS	CLASSROOM
RESPECT (Be Respectful)	<ul style="list-style-type: none"> *Give privacy. *Take care of school property. *Leave no trace. 	<ul style="list-style-type: none"> *Leave area better than you found it. *Use inside voice. *Follow instructions from ALL adults. 	<ul style="list-style-type: none"> *Use appropriate language. *Use inside voice. *Leave no trace. 	<ul style="list-style-type: none"> *Obey the driver & bus rules. *Use appropriate language. *Use inside voice. *Leave no trace. 	
RESPONSIBILITY (Be Responsible)	<ul style="list-style-type: none"> *Hush, flush, wash, and go! *Use facilities at the appropriate times (between classes & @lunch.) 	<ul style="list-style-type: none"> *Use good manners. *Reduce, reuse, re-cycle. *Raise hand to get up or ask for help. 	<ul style="list-style-type: none"> *Keep hands and feet to self. *Arrive on time to class. *Use a pass during class times. 	<ul style="list-style-type: none"> *Keep hands and feet to self. *Appropriate use of electronics. *Keep back pack in your space. 	
SAFETY (Be Safe)	<ul style="list-style-type: none"> *Report problems to an adult. *Do not use cell phone. *Use facilities and supplies properly. 	<ul style="list-style-type: none"> *Walk. *Maintain personal space. *Eat your own food. 	<ul style="list-style-type: none"> *Walk. *Stay to the right. *Keep moving. *Enter classrooms only when adults are present. 	<ul style="list-style-type: none"> *Sit in the front of the bus. *Stay seated. *Enter and exit calmly. 	

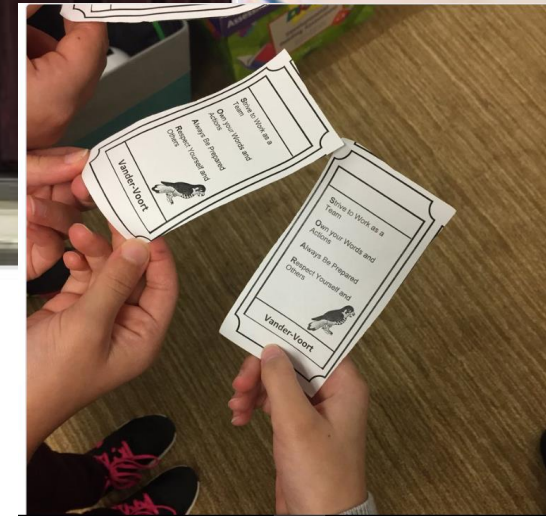
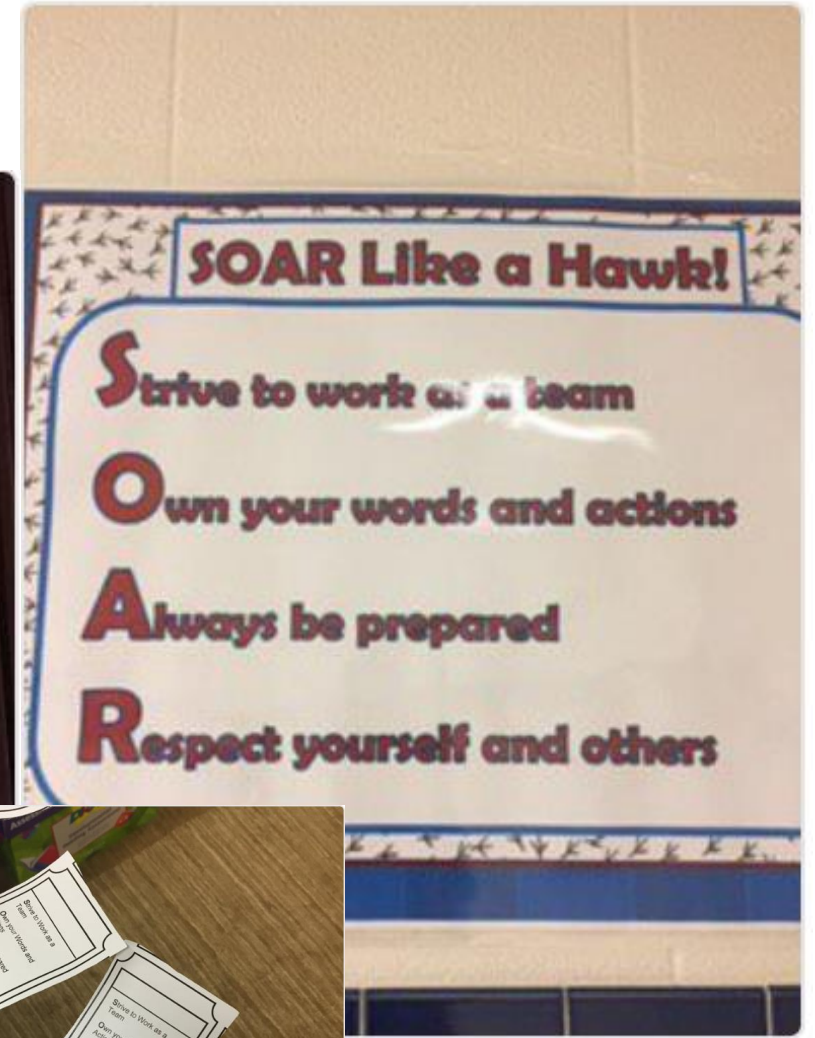
Acknowledge Success

Level 1: Verbal Praise

- Age appropriate
 - “Thanks” “I appreciate” “I’m impressed” etc.
- Delivered with specificity “you did XX correctly”
- Mix up use of superlatives
 - Exactly, Super, Awesome, Thank You, etc.



PBIS - Hillside ES



Activity

Examining Expectations for Home

Behavioral Expectations and Matrix...
each family can align school expectations with family expectations...

	Mealtimes	Bathroom	TV Time
Respect Self	Make healthy Food choices	Maintain privacy	Leave TV behind at agreed time
Respect Others	Share treats	Flush	Share the clicker
Respect the Environment	Put dirty dishes in sink	Pick up wet towels	Pick up after yourself before leaving the TV area

Mental Health and Wellness

(MTSS-MH)

Strategic Vision: Past, Present, and Future

2017-2018

- ✓ High School Mental Health Teams (school-level)
- ✓ Development of the Mental Health Coordination Team (division-level)
- ✓ Pilot administration of the Interconnected Systems Framework (ISF) assessment
- ✓ Development of the School Mental Health Implementation Inventory

2018-2019

- ✓ Middle School Mental Health Teams (school-level)
- ✓ Ongoing Mental Health Coordination Team meetings (division-level)
- ✓ School teams attend a half-day professional learning focused on Tier 1 mental and behavioral health and wellness

2019-2020

What's next?

- ✓ Continue supporting mental health teams through attendance at meetings and site visits
- ✓ Tier 2 and Tier 3 targeted and intensive professional learning scheduled for October, 2019

What is Mental Health?

Mental health is “a state of well-being in which the individual realizes his or her abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”

(World Health Organization)

What do you notice about this definition?

4 Key Messages of Supporting School-Based Mental Health

1. Single System of Delivery
2. Access is NOT enough
3. Mental Health is for ALL
4. Multi-Tiered System of Supports (MTSS) is Essential to Install School Mental Health

Single System of Delivery

- One committed and functional team guides the work, using data sources at all three tiers
- Evidence Based Practices/Interventions integrated at each tier
- Plan to build capacity across staff
 - Training and coaching in place for ALL staff (community and school employed)
 - Staff are competent and confident in identifying, intervening, and/or referring

Access is NOT Enough

- Interventions matched to presenting problem using data and are monitored for fidelity and impact
- Teams and staff are explicit about the types of interventions students receive
- Skills acquired during interventions are supported by ALL staff

Mental Health is for ALL

- Positive school climate and culture serves as a protective factor. Social/emotional/behavioral health is addressed with the same level of attention and concern as academics.
- Social behavior skills taught and reinforced by ALL staff across ALL settings, and embedded in ALL curriculum.
- Behavior and social emotional examples used to explicitly teach what behaviors look like and sound like across school settings.

Installing Mental Health within a Multi-Tiered System of Support (MTSS)

- Integrated teams representative of all stakeholders and include family and student agency
- Apply data-based decision making
- Formal process for selecting and implementing evidence-based practices
- Ensure early access to supports
- Progress monitor for both fidelity and impact

With More Focused Support at Tier 1, Mental Health Staff Can Have a Greater Role with Collaborative Mental Health Supports

- **Consultation with systems** at Tier 1
- Direct work with school staff to **build capacity** for all to help support social/emotional needs at the Universal level
- **Coordination of interventions** and teams at Tier 2
- Focus on **direct facilitation** of student teams and individualized plans at Tier 3

**Multi-Tiered
System of Support
Staff to Student Ratio**

Tier 3

Individual students that are receiving support from individualized teams of adults

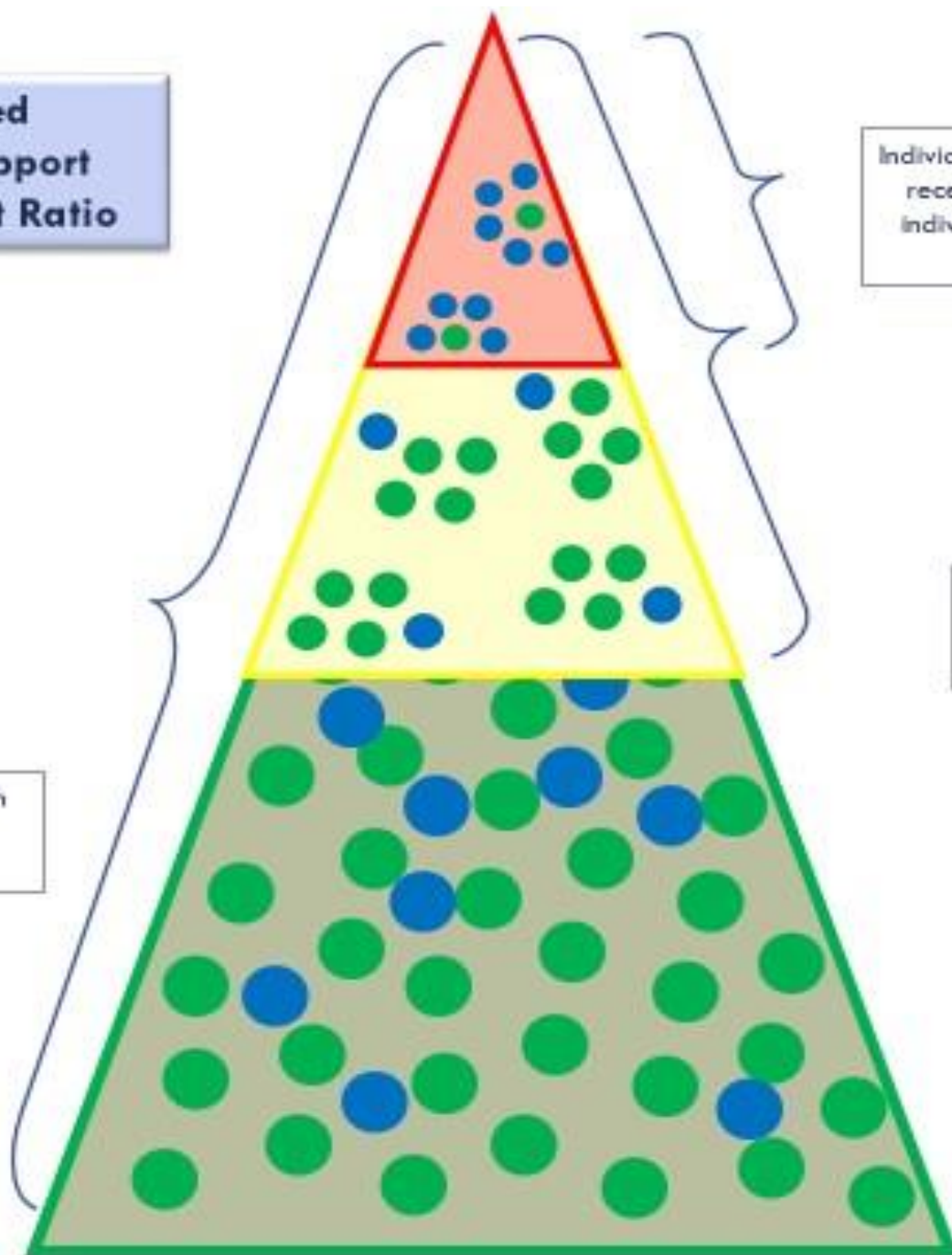
Tier 2

Groupings of youth that are being supported by 1-2 adults at a time

Tier 1

All youth interspersed with all adults. All staff are supporting all youth.

- Staff
- Students



Elementary Supports and Services

Universal (Tier 1) Prevention Supports (for ALL students)

- Access to school counselor
- Counselor-led classroom lessons focused on a range of social-emotional competencies (e.g., bullying prevention, emotion regulation, friendship)
- Use of restorative practices (e.g., language, community circles, morning meetings) to promote connectedness
- Parent Seminar Series (ongoing), [Mental Health & Wellness Conference](#) (Oct 2018)
- Positive Behavioral Interventions and Supports (PBIS) to promote positive climate

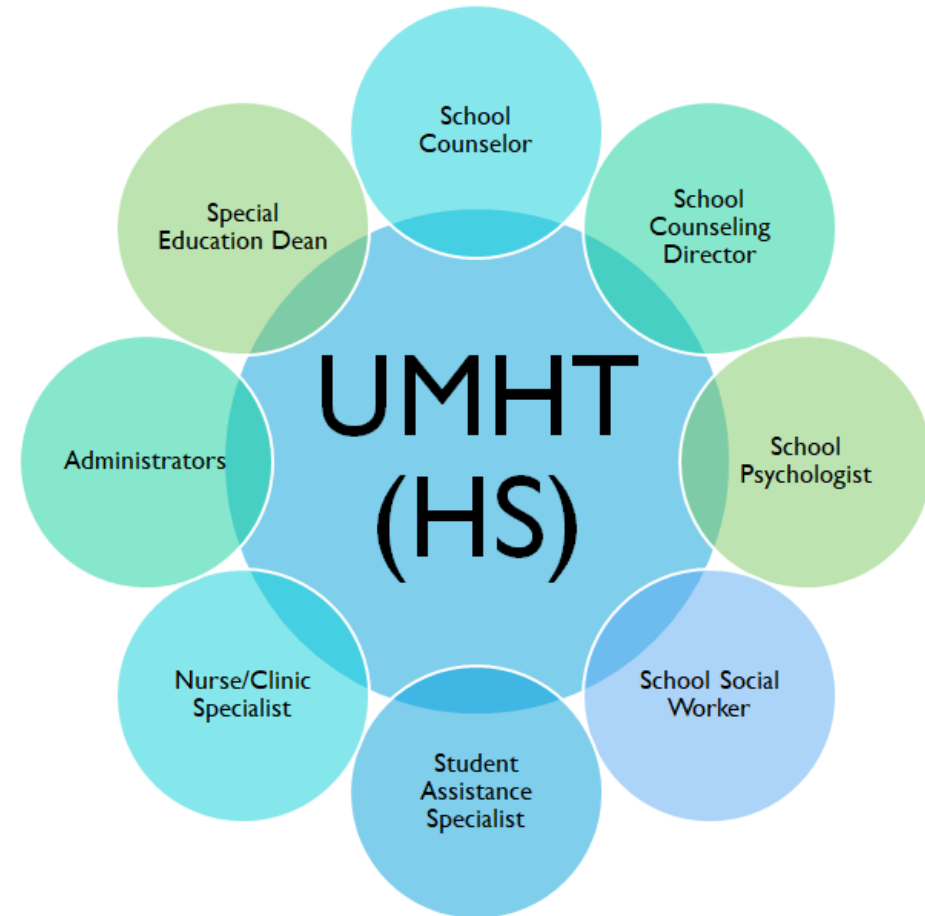
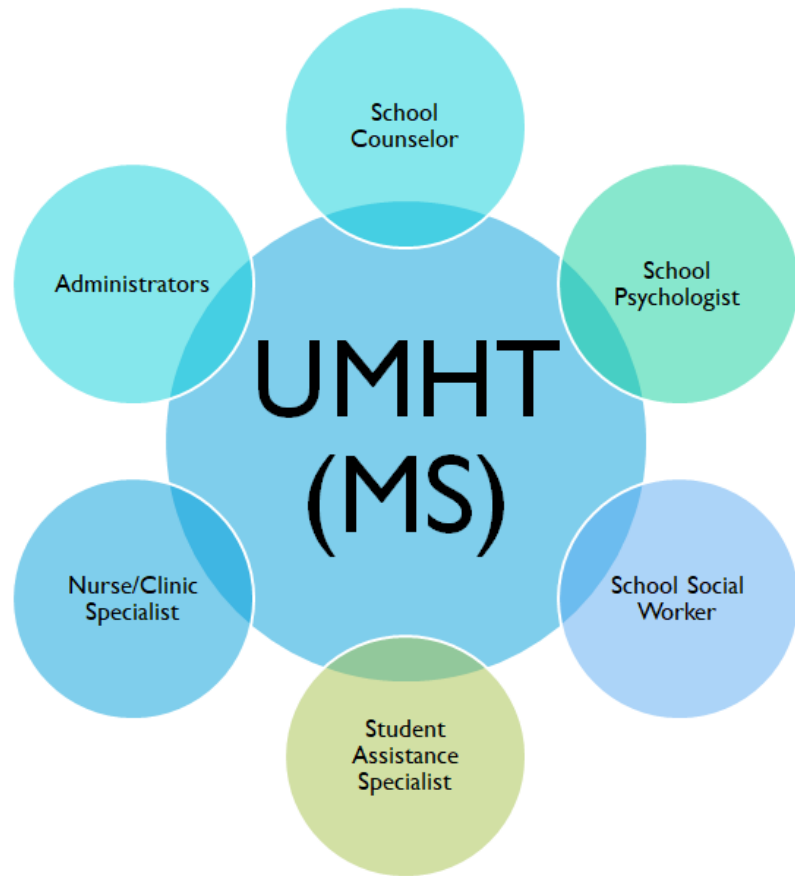
Next steps: To have more social-emotional learning streamlined within the classroom environment and provided by the classroom teachers with support from the mental health professionals

Elementary Supports and Services

Targeted (Tier 2) and Intensive (Tier 3) Interventions

- School Counselor, School Psychologist and School Social Worker assigned to each school
- Individual or group counseling to address a range of concerns impacting learning (anxiety, depression, anger, self-esteem/empowerment, social skills, self-regulation, etc.)
- Check-In/Check-Out
- [Return to Learn](#)
- Restorative Circles, [Conferences](#)
- School Within a School
- [Crisis Response](#)
- Student Support Teams
- Suicide screenings, referrals to outside providers, and follow-up
- Threat assessments

School-Based Unified Mental Health Team

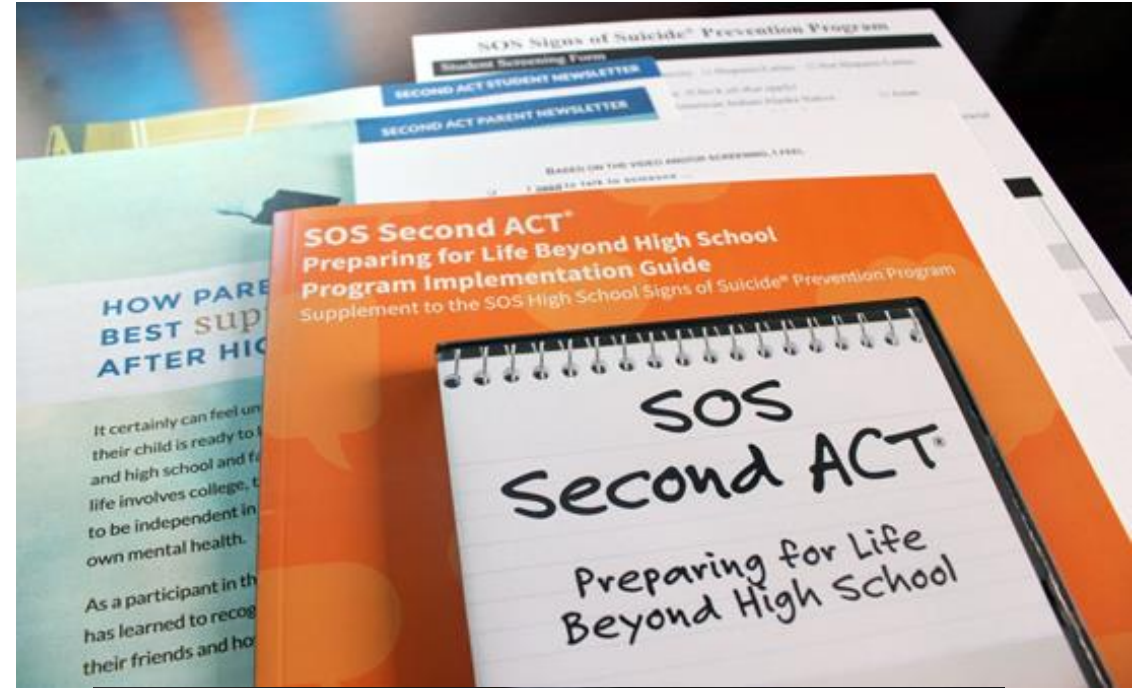


Secondary Supports and Services

Universal (Tier 1) Prevention Supports for ALL students

- All Tier 1 supports available at the elementary level
- Depression Awareness and [Suicide Prevention](#) program (Signs Of Suicide)
- [Substance use education](#) presentations
- School-wide, strengths-based resilience programs
 - [Sources of Strength](#)
 - [PEER](#) / We're All Human

SOS - Signs of Suicide



Sources of Strength/ PEER / We're all Human



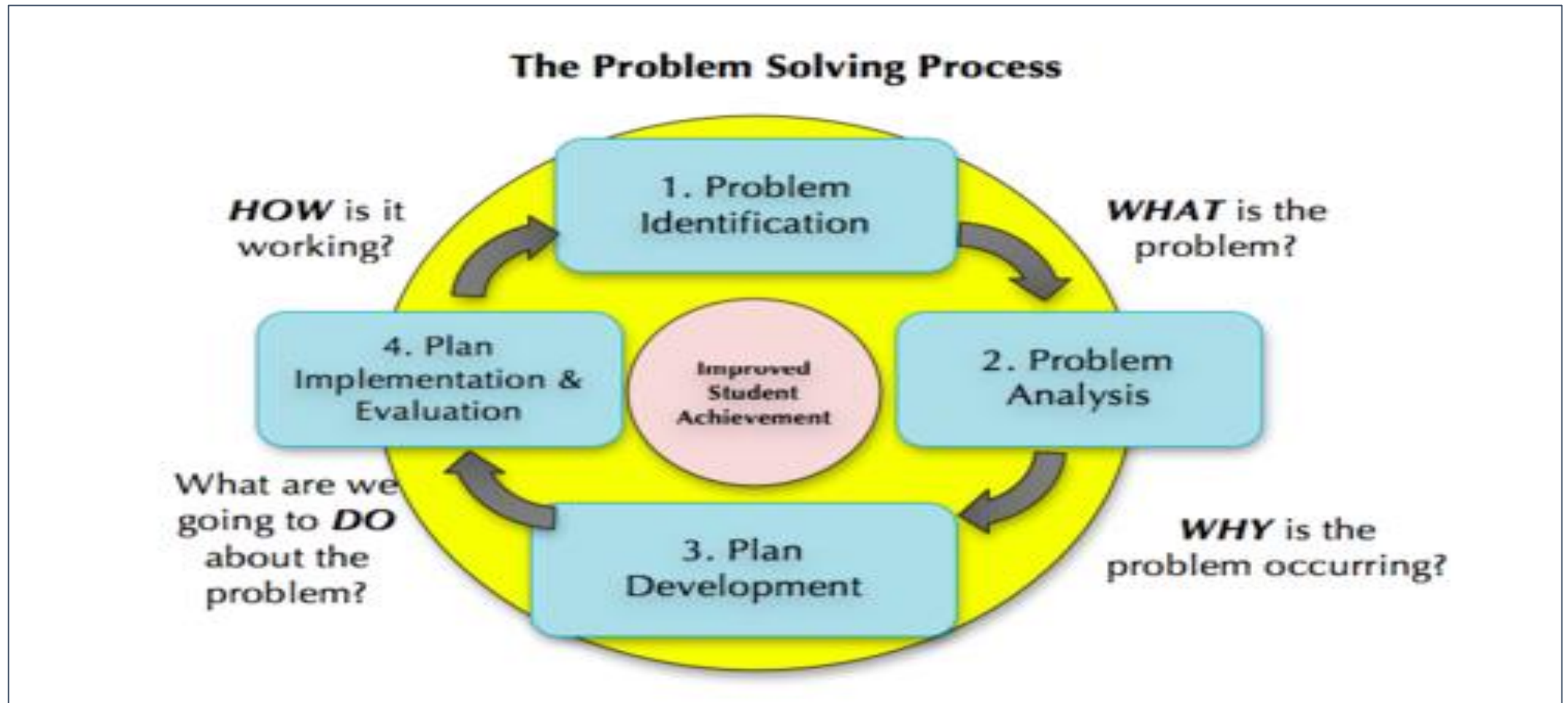
Secondary Supports and Services

Targeted (Tier 2) and Intensive (Tier 3) Interventions

- School Counselor, School Psychologist, and School Social Worker assigned to each school
- Individual or group counseling to address a range of concerns impacting learning (anxiety, depression, anger, self-esteem/empowerment, social skills, self-regulation, etc.)
- Suicide screenings, referrals to outside providers, and follow-up
- Threat assessments
- [Return to Learn](#)
- Restorative Circles, [Conferences](#)
- Check-In/Check-Out
- School Within a School
- **Insight (substance abuse intervention)**
- [Crisis Response](#)
- Student Support Teams

Using MTSS to Support Plans for Continuous School Improvement

Supporting MTSS using a Problem Solving Process



LCPS School Improvement Plans

Schools are asked to review their data as part of a Comprehensive Needs Assessment and identify areas of priority for inclusion within their School Improvement Plans



LOOKING AHEAD—2019-2020

- Investigation of a behavioral and emotional universal screener
- Continued emphasis on school-based mental health supports across elementary, middle, and high schools
- Implementation of a social-emotional learning curriculum
- Expansion of PBIS and RTI across the division

Learning Objectives

- Overview of a Multi-Tiered System of Support in Loudoun County Public Schools
- Discussion of the Response to Intervention, Positive Behavioral Interventions and Supports, and Mental Health and Wellness Frameworks
- Review how using a multi-tiered system supports both core instruction and intervention delivery