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Education
Development
Center

STATE-WIDE EFFORTS TO STRENGTHEN DISTRICTS' MTSS APPROACHES: THE CASE OF MASSACHUSETTS

2023 Annual Conference on Advancing School Mental Health

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About EDC

Education Development Center, Inc. (EDC), is a global nonprofit that advances lasting solutions to improve education, promote health, and expand economic opportunity. Since 1958, we have been a leader in designing, implementing, and evaluating powerful and innovative programs in more than 80 countries around the world.



EDC was founded by MIT scholars and researchers.

200+ projects managed annually by EDC.



EDC has 1,300 employees.

Funders include USAID, NSF, NIH, MasterCard Foundation, DoEd, and SAMHSA

GLOBAL REACH

EDC has worked in more than 80 countries and in all 50 states in the U.S.



REGIONS

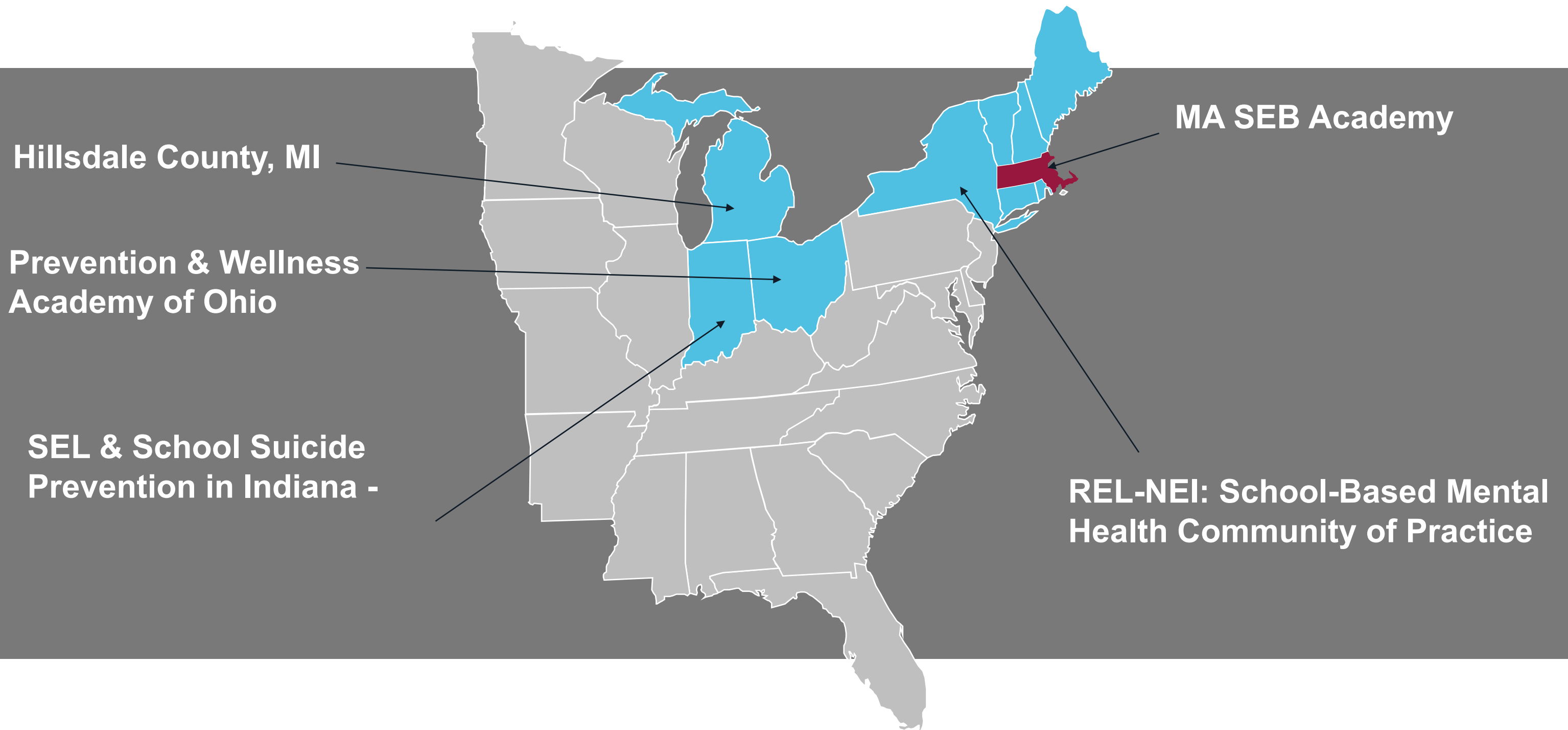
- » Africa
- » Asia
- » Europe
- » Latin America and the Caribbean
- » Middle East
- » United States

Presenter Disclosure

2023 Annual Conference on Advancing School Mental Health

There are no relationships to disclose.

Examples of EDC's SEL & Mental Health Work





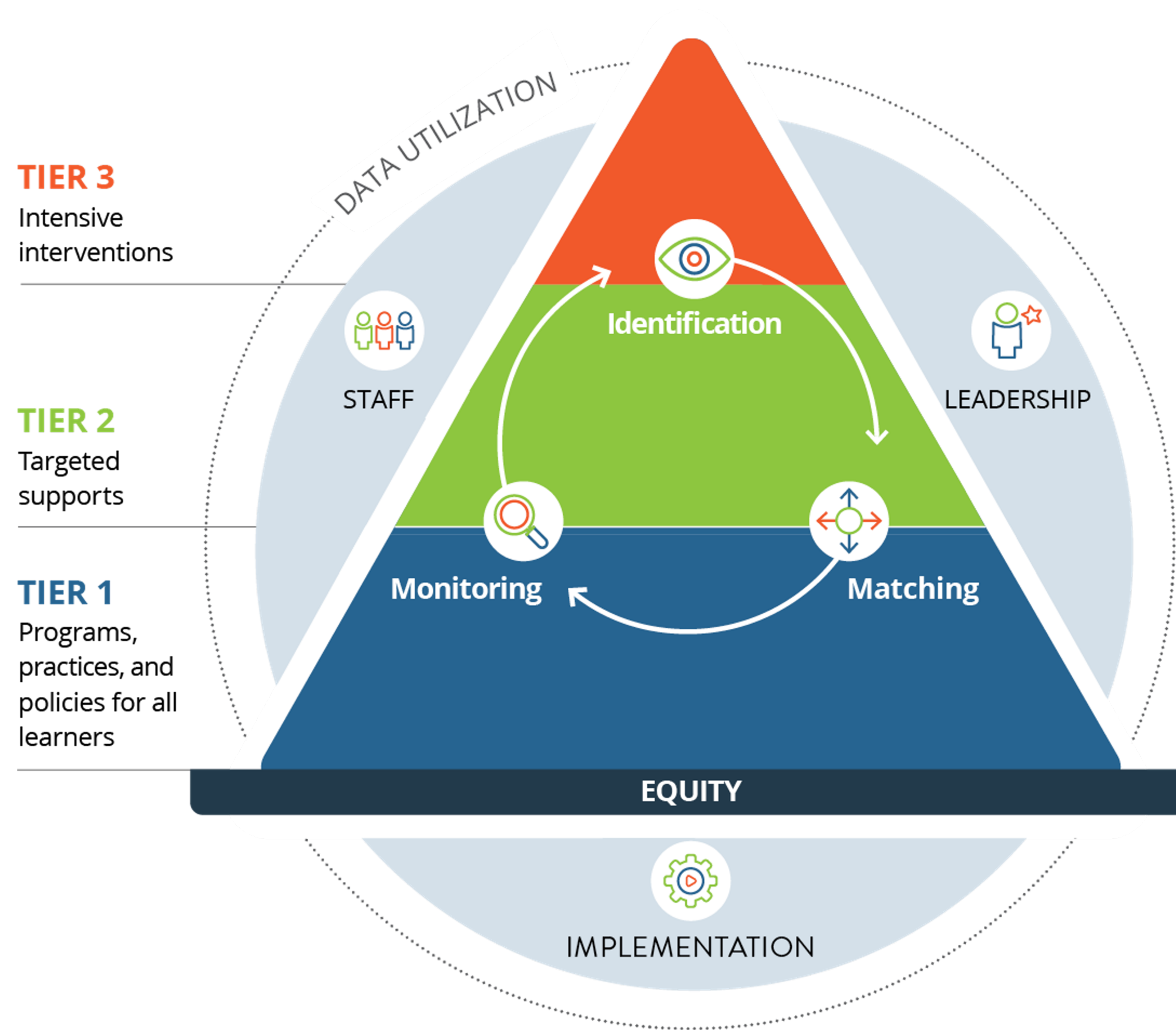
About the Academy

- ❖ Funded by the Massachusetts Department of Elementary and Secondary Education (DESE)
- ❖ 3-year process for school and/or district teams build, implement, and sustain MTSS structures to support student wellbeing
- ❖ Currently over 100 schools from over 60 districts participated or participating



Our MTSS Approach

The What: Multi-Tiered System of Supports



Tier 1

**School/
District-
Wide Curricula**

**School Culture &
Shared Identity**

**Schoolwide and
Classroom
Practices**

**Universal
Screeners**

Tier 2

Toolkit of Targeted Interventions

Small Group Support

Additional Classroom-Based Support

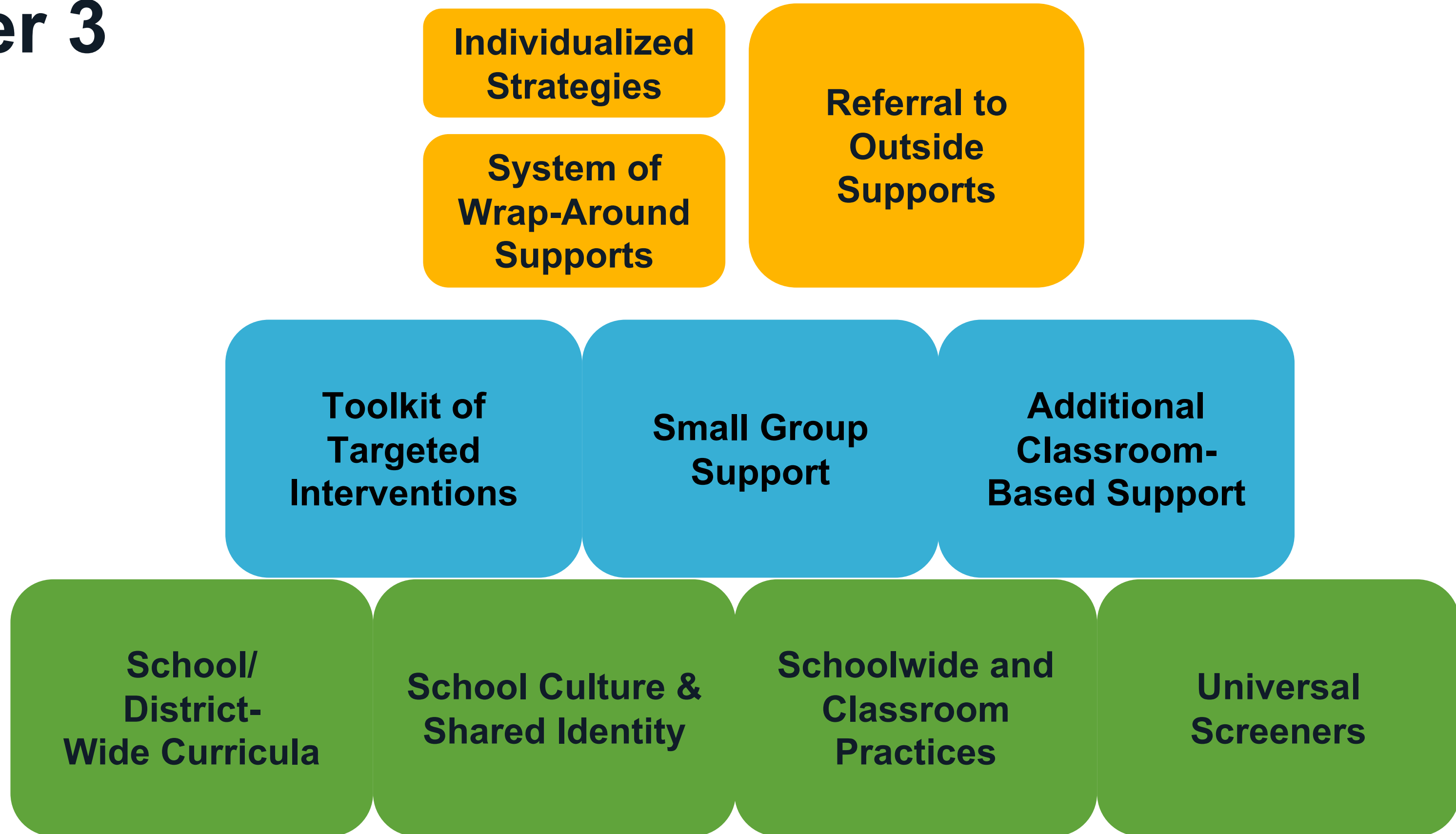
School/District-Wide Curricula

School Culture & Shared Identity

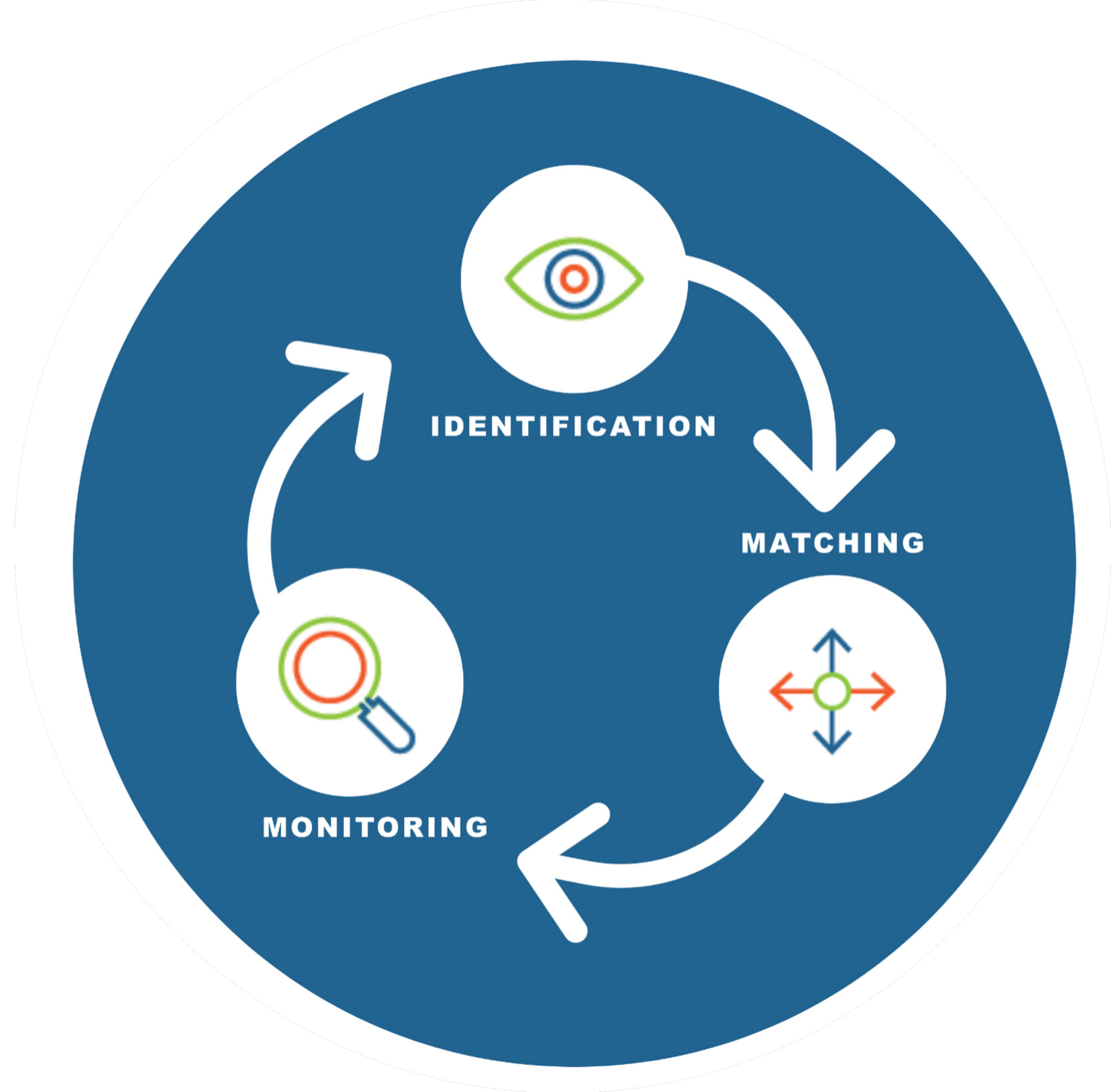
Schoolwide and Classroom Practices

Universal Screeners

Tier 3



Identification, Matching and Monitoring



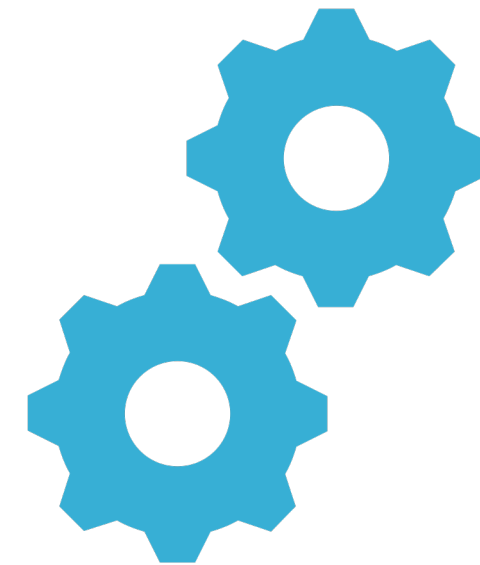
Drivers of Success



LEADERSHIP

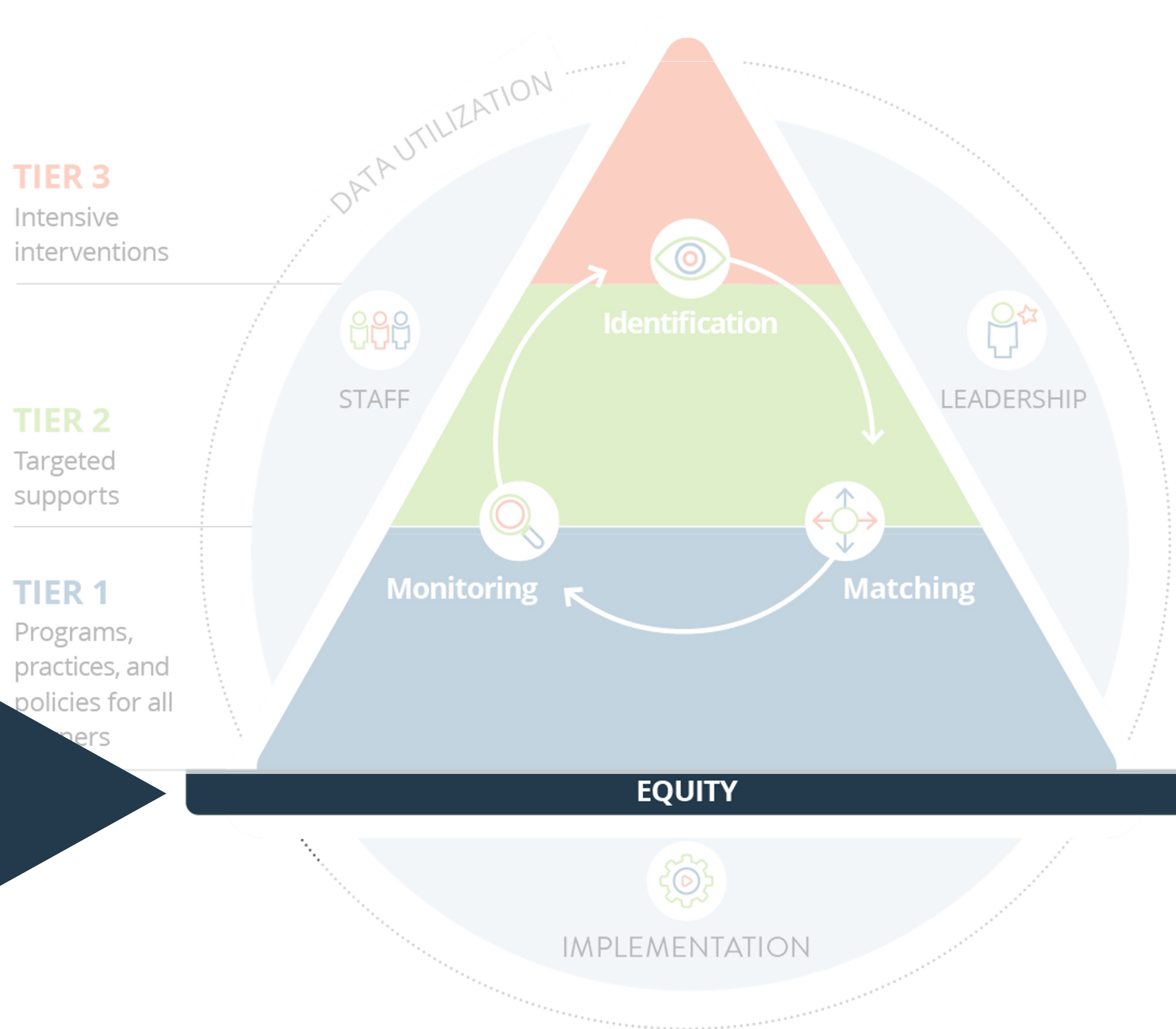


STAFF



IMPLEMENTATION

Equity is the foundation of the model

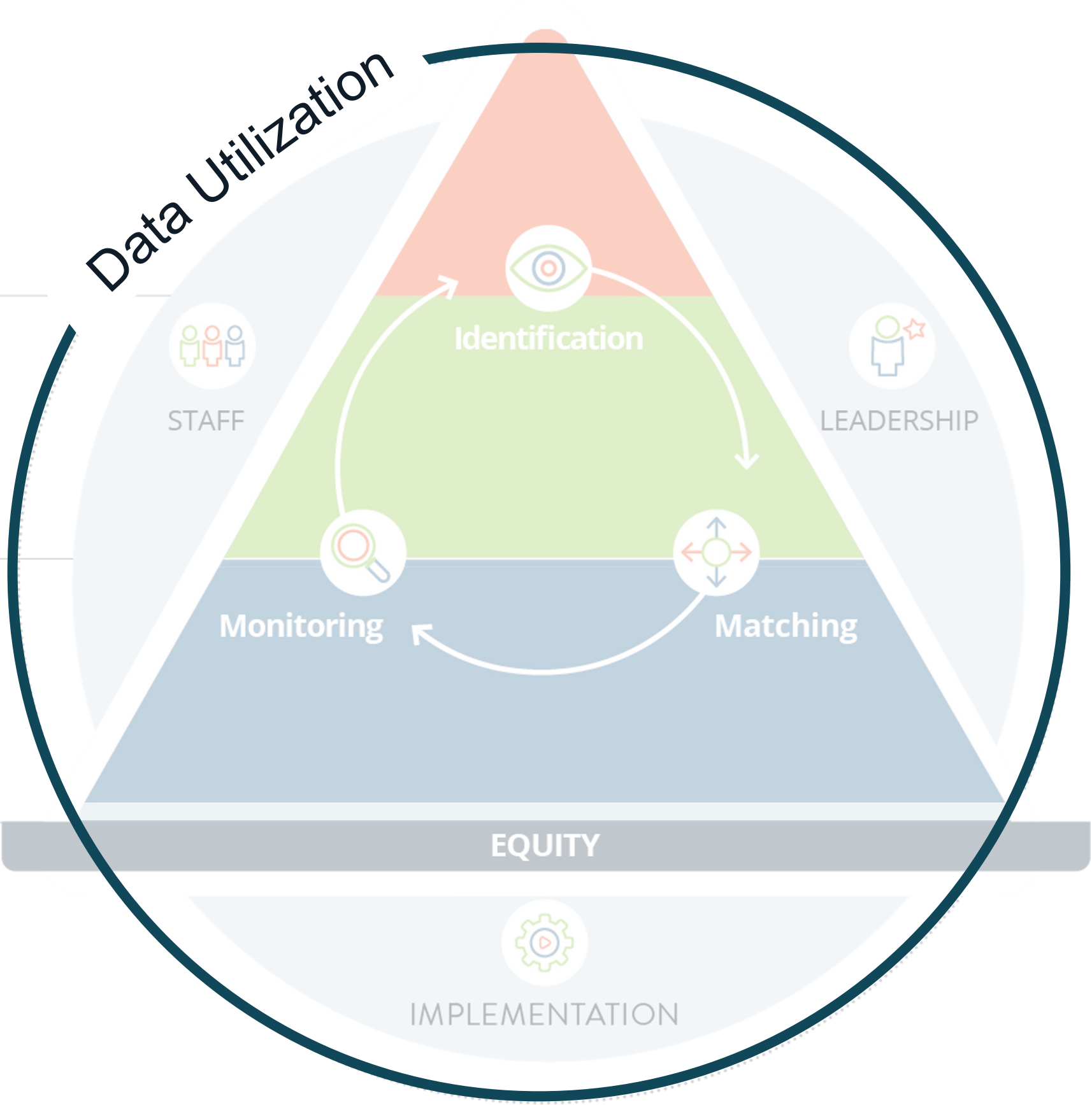


Data-Informed Decision Making

TIER 3
Intensive interventions

TIER 2
Targeted supports

TIER 1
Programs, practices, and policies for all learners

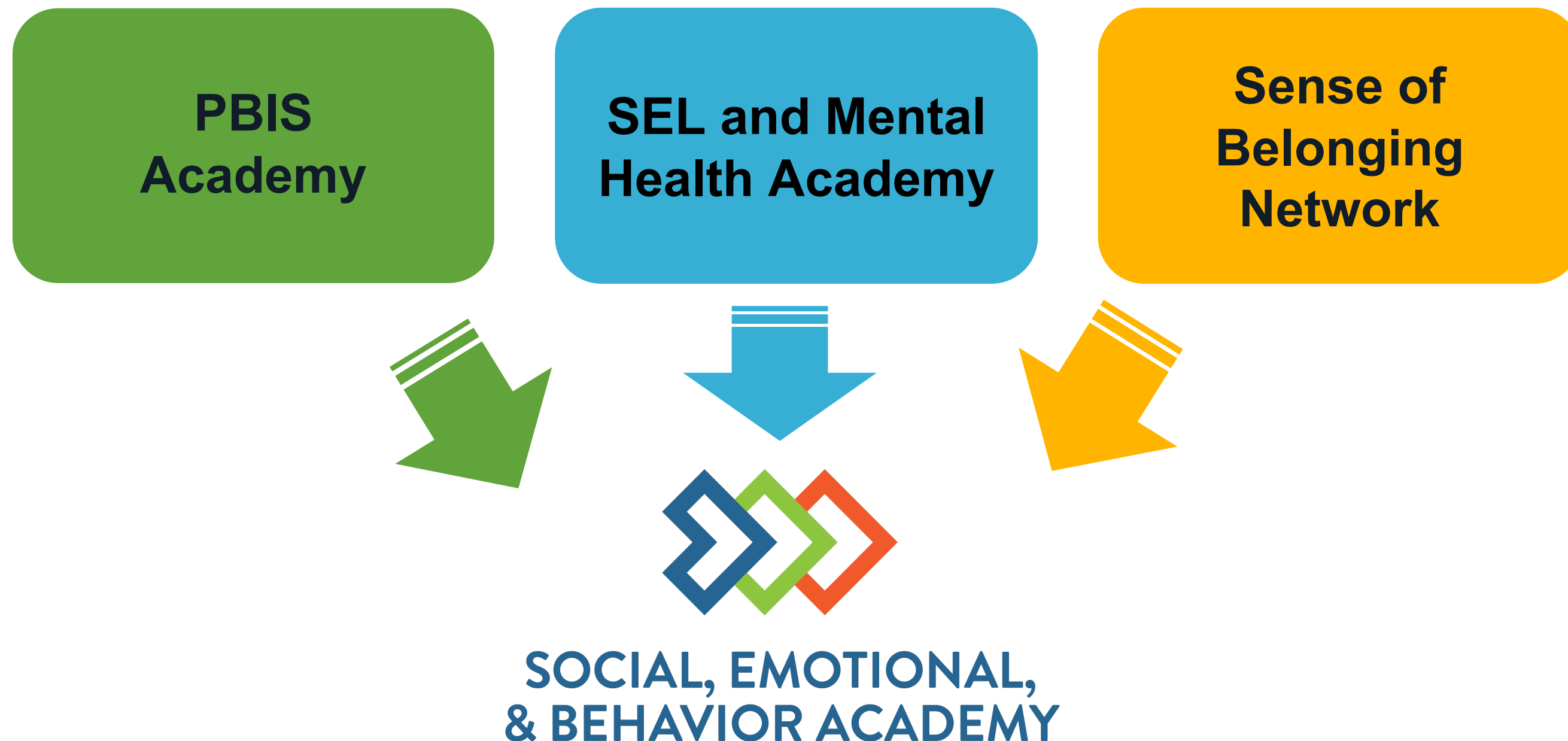




Content Areas

A Brief History of the Academy

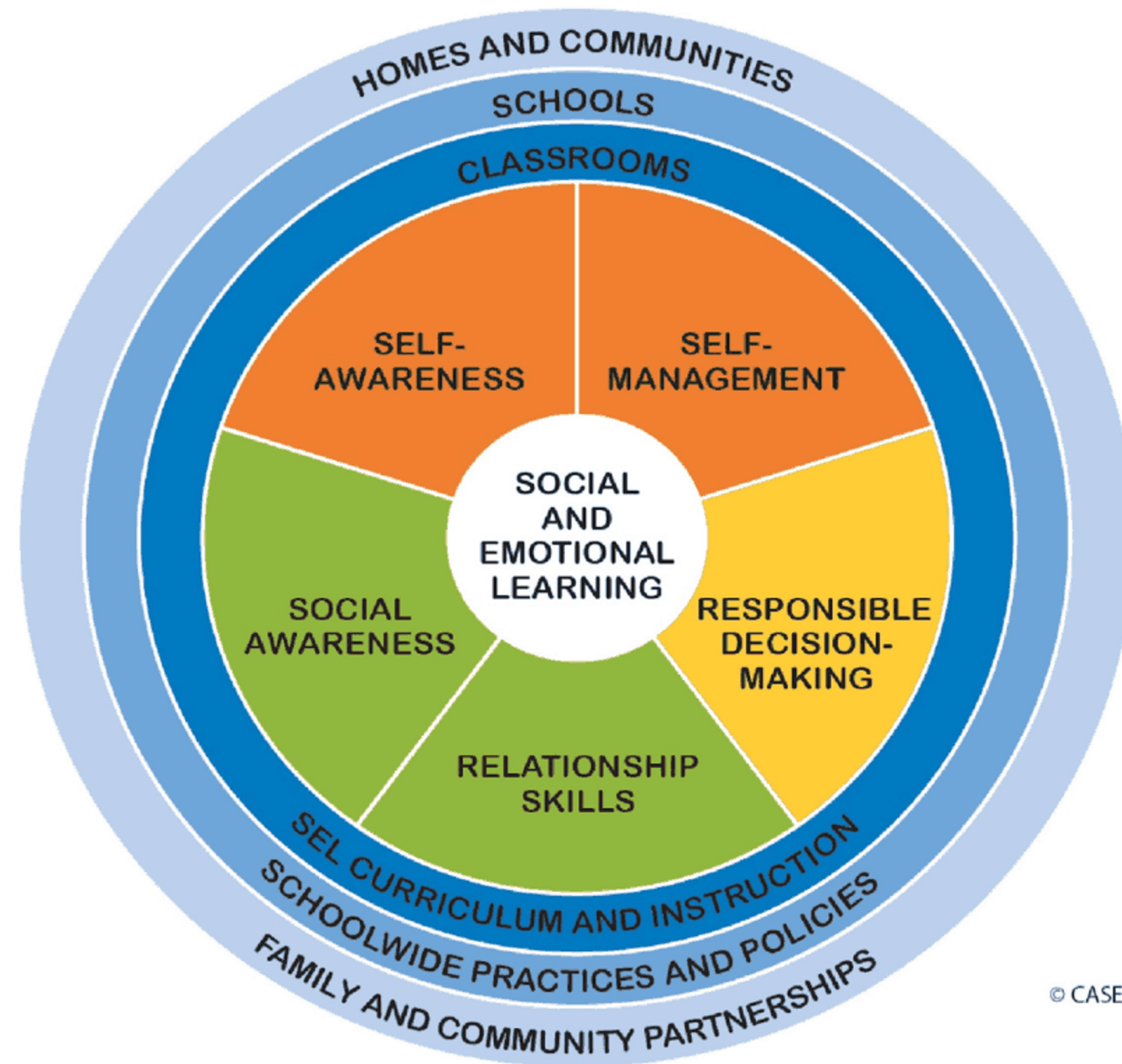
The Social, Emotional, and Behavior (SEB) Academy was created by the Department of Elementary and Secondary Education (DESE). It envisions an integrated social, emotional, and behavioral support program.



An integrated MTSS is the integration of several Multi-Tiered Systems of Support into one coherent strategically combined system meant to address multiple domains in content areas in education.



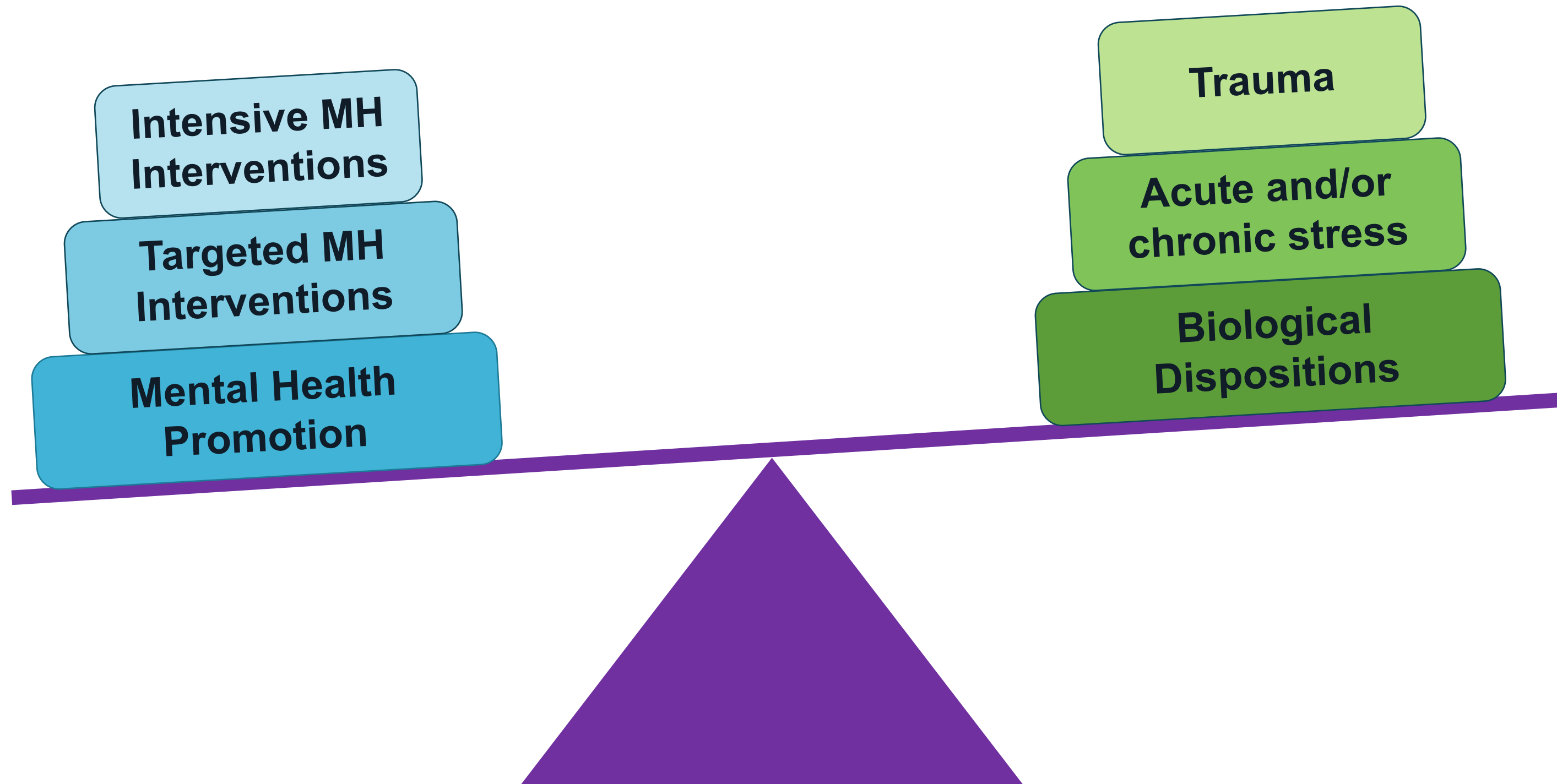
Social and Emotional Learning



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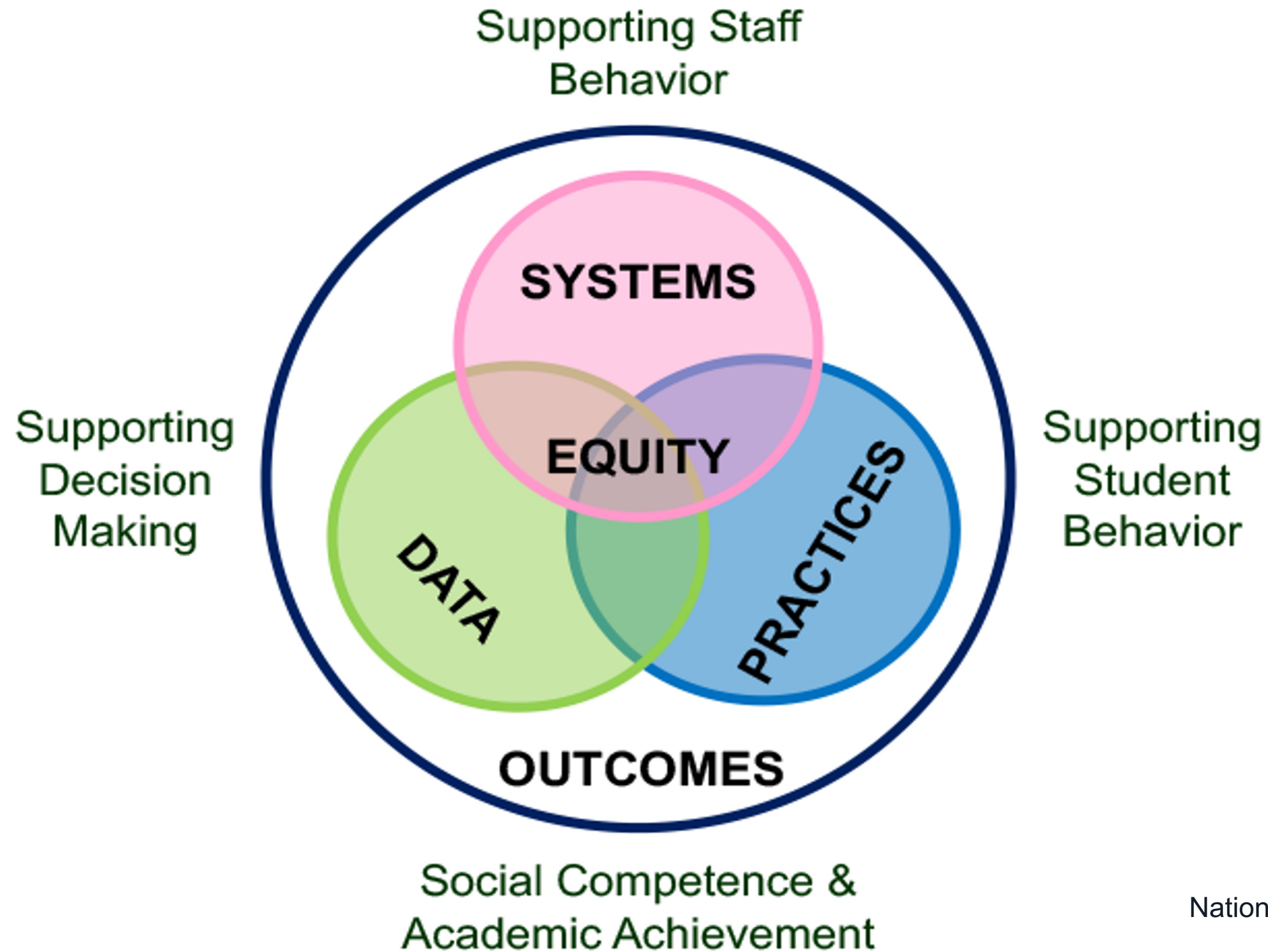


Mental Health





Positive Behaviors Interventions and Supports



National Center for PBIS



BELONGING





Supporting Districts

Program Expectations and Commitments

Team Composition

Each participating school or district team should include at least one of the following members:

- district administrator/leader
- school administrator/leader
- student support staff
- classroom educator
- family member(s)

Readiness Requirements

Teams should be prepared to:

- School/district leadership commitment to a process of needs assessment, identification and prioritization of areas for growth, action planning and implementation, and progress monitoring
- Time for team members to meet with academy coach and participate in bi-annual in-person events.





Learning Opportunities

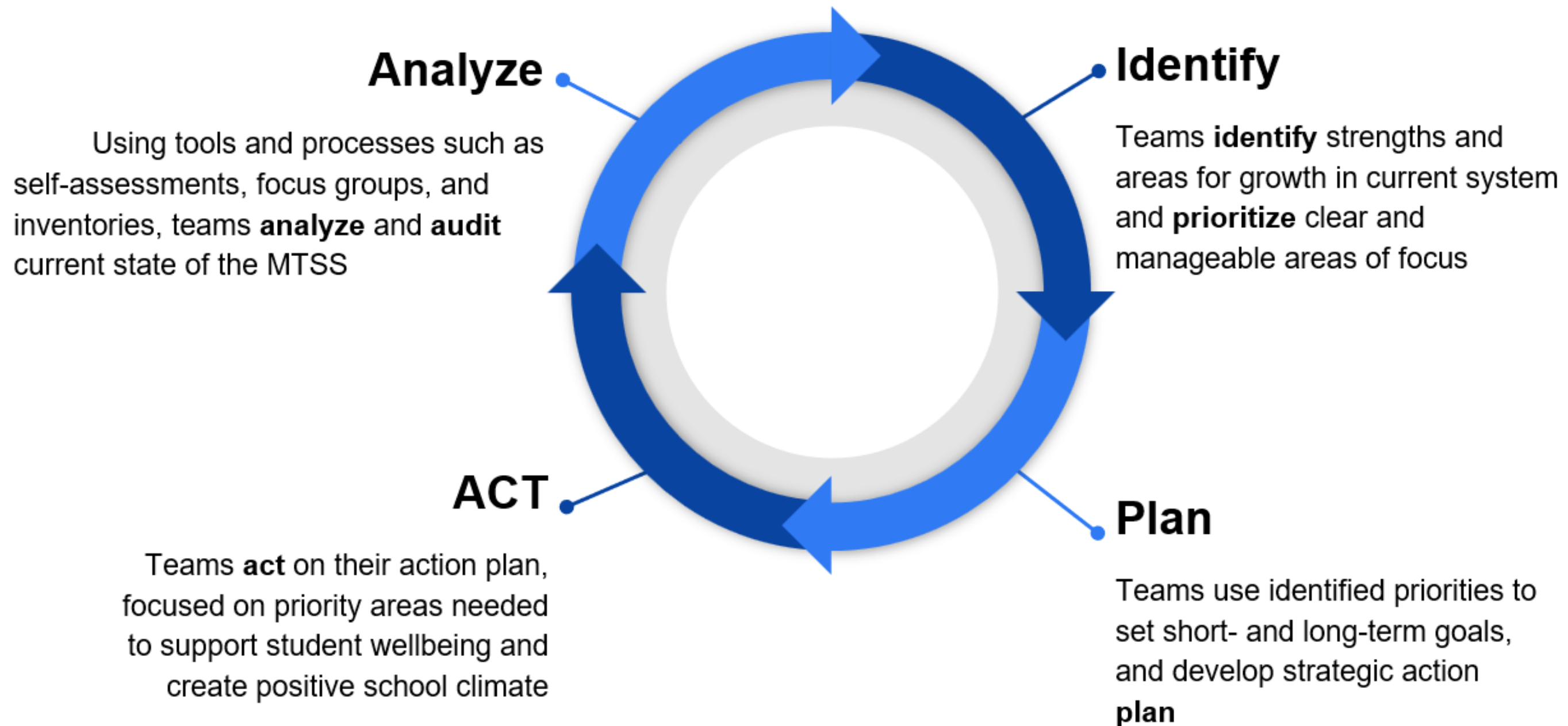
- + VIRTUAL WEBINARS (9)**
Interactive webinars on pertinent topics, facilitated by coaches and faculty
- + VIRTUAL PEER SHARING CALLS (9 series of 3)**
Virtual group calls, held in 3-part series, to share experiences and strategies across the Academy
- + IN-PERSON CONVENINGS (2)**
Bringing all academy participants together in person to develop common knowledge and share successes
- + ON-SITE PD (as needed)**
Opportunities for teams to hold PD for their staff, choosing from our library of options



Targeted Coaching

- Teams are matched with coach—
Academy team member
- Coach meets with team at least
once in person
- Monthly meetings
- Coach pulls in other Academy team
members as needed

Targeted Coaching





Tools

Academy Tools: A Brief Look

Self-Reflection Rubric

- Purpose: Reflect on the status of key components of a multi-tiered system of supports (MTSS) within the school/district, to inform prioritization, goal setting, and action planning for the coming year.
- How it Works: Team members can use a Google form individually, and then come together to discuss areas of consensus and/or disagreement.

Rating Scale

- 0 = Not at all or Unsure
- 1 = Barely, needs significant work and/or there is not currently documented evidence
- 2 = Somewhat, needs refinement
- 3 = Completely, consistently and effectively in place, just needs to be sustained

1. Team Structure			
<p>A team composed of individuals representing diverse roles, backgrounds, and perspectives meets regularly, using a consistent meeting format to reflect, plan, and act in support of the MTSS for social, emotional, and behavioral development. Input from community members outside of the team (staff, students, families), as well as other data, is gathered and incorporated into decision-making throughout the year.</p> <p>Equity Consideration: The team prioritizes, considers, and uplifts the various identity groups represented in our school, district, and larger community. Every voice is honored and the team operates in an inclusive, culturally and linguistically respectful manner.</p>			
<p>0</p> <p>The team does not exist.</p>	<p>1</p> <p>A team exists but is not representative and/or does not meet regularly.</p>	<p>2</p> <p>A representative team exists and meets regularly, but does not have consistent routines for reflection, planning, and acting in ways that promote an effective MTSS for SEB growth and input from community members is sometimes included.</p>	<p>3</p> <p>A representative team exists which meets regularly and engages in consistent structures for reflection, planning, acting and incorporating feedback from community members</p>
<p>NOTES</p>			

Academy Tools: A Brief Look

Tiered Supports Inventory

- Purpose: Create a clear inventory of what supports we have available, who those supports serve, and the current status of those supports to inform decisions next steps around fidelity, implementation, and initiation of tiered supports.
- How it Works:
 - 1) Team will brainstorm all the programs, practices and policies designed to boost students' social, emotional and behavior strengths and/or address their needs.
 - 2) Team (or a subset) will assess the extent to which various supports are working and whether they should be continued, modified, or discontinued.

Tier	Support	Population	Lead	Status	Comments
Tier 1	Example: Implementing evidence based SEL curriculum	K-5 students	Classroom teachers	Implemented in grades K-3, next year will add grade 4-5	Figure out current frequency and fidelity of implementation

Tier	Support	Implementation	Relevance	Moving Forward	Comments/Priorities
Tier 1	Example: Implementing evidence-based SEL curriculum	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> Somewhat <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Continue <input checked="" type="checkbox"/> Modify <input type="checkbox"/> Discontinue	Need to ensure consistent implementation across grades Top priority
		<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
		<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
		<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
		<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	
		<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> Somewhat <input type="checkbox"/> No	<input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Discontinue	

Academy Data Tools

Data Inventory

Data source	For whom do we have data?	Who reviews and discusses the data, and what, if any, protocols do you use to guide the discussion?	When is the data reviewed and/or discussed?	Who else is the data shared with?	How is the data used to inform decision making?
EXAMPLE: Devereux Student Strengths Assessment (DESSA)	K-8 students	Grade level teams review and discuss grade level data using CASEL's SEL Data Reflection Protocol. Middle school students look at data for their own progress monitoring.	The week following DESSA completion	We share aggregated data with students and families.	To understand school, grade level, and classroom level trends related to specific SEL competencies, help target tiered supports provided at each level; also informs professional learning for staff.

Identification, Matching, and Monitoring

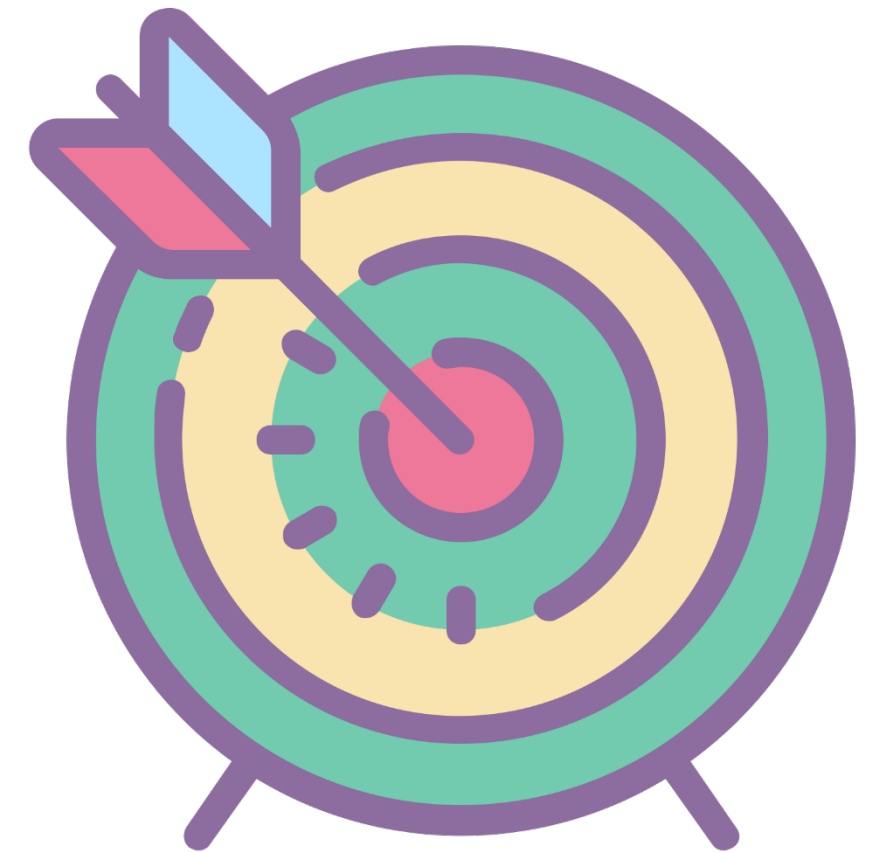
> Part 1 Reflection

Use the guiding questions below to reflect on your school/district's processes for identification, matching, and monitoring.

	Guiding Questions	Team Reflection
Identification	<ul style="list-style-type: none"> + How do we identify students who may need services at Tiers 2 and 3? + Who is involved in this process (teachers, families, counselors, etc)? + What data informs this process? 	
Matching	<ul style="list-style-type: none"> + What is our process for matching the student with the specific interventions that can benefit them at a given time? 	
Monitoring	<ul style="list-style-type: none"> + What is our process for monitoring how students are responding to supports they are receiving? + How is it decided whether adjustments need to be made to the supports, or a different support is needed? + How do we determine when a student is no longer in need of those supports? 	

Prioritization and Goal Setting

- Identify 1-3 elements of an effective MTSS on which to focus and set aligned goals to guide your work for the upcoming year. Consider:
 - Feasibility
 - Readiness
 - Potential Impact
 - Match for the need
- Draft goals with clear and specific action steps
 - Envision what success will look like for students, staff, and/or the school as a whole
 - Identify possible data that can be collected to measure the impact of the goal





Activity

Self-Reflection Rubric: Tiered Supports

Pair Work (10 min)

Please pair with someone in the room – if you do not currently work in a school or district, try to find someone who does!

1. Decide on one person to engage with the tool
2. Read through together –
For the person listening, please ask clarifying questions to help your partner think deeply about their response
3. Work together on final rankings
4. For last 5 minutes: reflect on where you see strengths? gaps? opportunities?

Large Group Debrief

- What did you discover?
- What stood out as potential areas of strength? How might you build on these areas?
- What stood out as potential gaps/areas for improvement and growth?
- Any other thoughts



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Thank you!

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SCAN HERE



Short Link: edc.org/EDCCASMH



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Conference Evaluation



Throughout the conference, when you see a QR code, simply open your phone camera and point it at the code.

Your camera automatically recognizes the QR code and will prompt you to visit the link!

Scan the QR to complete the evaluation for this session.