


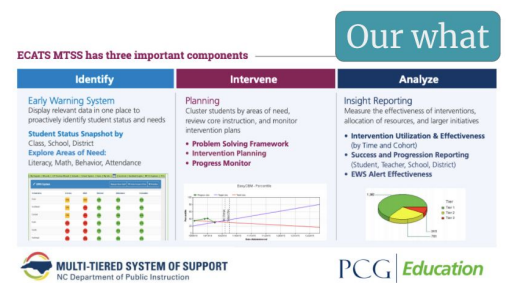




MULTI-TIERED SYSTEM OF SUPPORT

Integrated Academic & Behavior Systems
NC Department of Public Instruction

APBS Symposium Participant Notes

Slide	Key Points/Resources
	<p>North Carolina Background</p> <ul style="list-style-type: none"> State Division (Integrated Academic and Behavior Systems) provide both state and regional support to district teams and Charter schools. Integrating PBIS & SEL into our MTSS Framework Focus for today: Early Warning System built through Every Child Accountability and Tracking System (ECATS) and Facilitated Assessment of MTSS - School Level (FAM-S)
	<p>We are preparing to launch a statewide Early Warning System (universal screening system).</p>
	<p>Early Warning System</p> <ul style="list-style-type: none"> Implementers wanted EWS data (academic, attendance, behavior) in ONE place. Reduces time to put data in one place. <p>Resources:</p> <ul style="list-style-type: none"> EWS Thresholds EWS Elementary EWS Middle EWS High
	<p>The What (EWS)</p> <ul style="list-style-type: none"> Identify, Intervene and Analyze <p>The Impact</p> <ul style="list-style-type: none"> Core Effectiveness Reports, Intervention Effectiveness Report, Integrated Teams around EWS data. <p>Resources:</p> <ul style="list-style-type: none"> ECATS Handout ECATS Intervention Planning



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[The Facilitated Assessment of MTSS-School level](#)

IABS team developed a single measure to implementation of an MTSS, including academics, behavior, and social emotional structures, data systems, and supporting resources.



The Why
We're all tired!

The field was reporting to our team that completing multiple tools to measure implementation of tiered supports was exhausting. Especially at the end of the school year when most assessments take place.

Schools teams typically utilized the Tiered Fidelity Inventory (TFI) and the Self-Assessment of MTSS (SAM).



The What

- 41-items “scored” during a facilitated self-assessment
- 6 critical components:
 - Leadership,
 - Communication & Collaboration,
 - Building Capacity/Infrastructure for Implementation,
 - Data-Based Problem-Solving,
 - Three Tiered Instructional Model, and
 - Data Evaluation.
- Reference to social-emotional as many times as academics.

The Impact

- Less time spent measuring implementation,
- Integrated approach, to move past “not implementing,” school teams need to be addressing academics, behavior, AND social-emotional support.