



APBS 2019 Participant Notes

Slide	Key Points/Resources
<p><b>State Supported Work for Multi-Tiered System of Support</b></p> <p>Timeline milestones:</p> <ul style="list-style-type: none"> <li>2004-2012: RTI II Implementation Science Work, PBIS State Initiative</li> <li>2013-2014: RTI II Integrated into MTSS, Four State Consultants</li> <li>2015-2016: IABS Division Created at DPI, A Division and 18 State Consultants, District Cohorts 102 Begin PD Statewide</li> <li>2016-2017: District Cohorts 304 Begin PD Statewide</li> <li>2017-2018: Integration of PBIS Consultants into IABS Division, Charter Cohort 5 Begin PD Statewide</li> </ul>	<p>Team of one to a team of 18 - “It takes time”</p> <p><u>Vision</u> (WHY)</p> <ul style="list-style-type: none"> <li>● PBIS Is for all students</li> <li>● PBIS has a framework that aligns with MTSS</li> <li>● Need more staff to support implementation</li> <li>● Moved staff that had the “knowledge”</li> <li>● Current MTSS team knew what the field needed</li> </ul>
<p><b>Open Road to Integration</b></p>	<p>Things already in place</p> <ul style="list-style-type: none"> <li>● SLD Policy/collaboration</li> <li>● SMHI collaboration</li> <li>● PD was already there but not integrated yet</li> <li>● Collaboration was happening</li> <li>● Positions were already funded through early intervening funds (SPED)</li> </ul>
<p><b>Integration Under Construction</b></p>	<p>Work that needed to be done</p> <ul style="list-style-type: none"> <li>● Common Language</li> <li>● Accept there will be losses in both divisions</li> <li>● SAM/TFI two tools need to be integrated</li> <li>● Recognition for PBIS</li> <li>● New Team members had to learn to do broader work</li> <li>● Behavior Support for Exceptional Children needed to continue</li> </ul>
<p><b>Integrated Academic and Behavior Systems IABS Division</b></p>	<p><a href="#">Multi-tiered Systems of Support</a> (MTSS) is the underlying framework for both Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). Our work is organized by 4 implementation workgroups:</p> <ul style="list-style-type: none"> <li>● Communication &amp; Visibility</li> <li>● Professional Development</li> <li>● Technical Assistance and Coaching</li> <li>● Research &amp; Evaluation</li> </ul> <p>Resources:</p>



# MULTI-TIERED SYSTEM OF SUPPORT

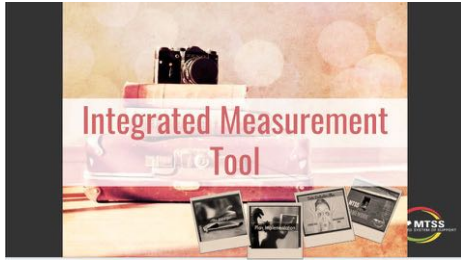
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	<p><a href="#">MTSS Definition, Vision and Mission</a></p>
	<p>We integrated PBIS into our MTSS framework and re-organized our division.</p> <p>Resources:</p> <ul style="list-style-type: none"> <li><a href="#">Memo (Staff Additions)</a></li> <li><a href="#">Memo (Data, Systems &amp; Practices)</a></li> <li><a href="#">Memo (Organization)</a></li> </ul>
	<p>Data integration</p> <p>Early Warning System, Integrated Fidelity Tool, K-4 math universal screening and progress monitoring measures</p> <p>Resources:</p> <ul style="list-style-type: none"> <li><a href="#">Memo (Data, Systems &amp; Practices)</a></li> <li><a href="#">Memo (Organization)</a></li> </ul>
	<p>Early Warning System</p> <ul style="list-style-type: none"> <li>• Implementers wanted EWS data (academic, attendance, behavior) in ONE place.</li> <li>• Reduces time to put data in one place.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li><a href="#">EWS Thresholds</a></li> <li><a href="#">EWS Elementary</a></li> <li><a href="#">EWS Middle</a></li> <li><a href="#">EWS High</a></li> </ul>
	<p>Early Warning System</p> <ul style="list-style-type: none"> <li>• Identify, Intervene and Analyze</li> <li>• Core Effectiveness Reports, Intervention Effectiveness Report, Integrated Teams around EWS data.</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li><a href="#">ECATS Handout</a></li> <li><a href="#">ECATS Intervention Planning</a></li> </ul>



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## Compelling Why

- Districts were asking for 1 tool to measure implementation
- We need to model integration

## The How

- Used NC SAM as template and integrated TFI
- Review from content experts
- 31 schools from 13 districts

## The What

- Measures school level implementation
- 41 items in 6 domains
- Each item rated from not implementing to optimizing

## Intended Outcomes

- Data informed implementation planning
- Reduced time for measuring implementation
- One tool that measures a tiered system of support for academics, behavior, and social emotional

## Facilitated Assessment of MTSS (FAM-S)



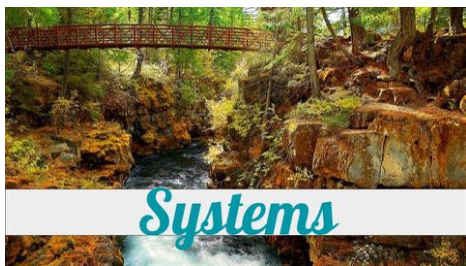
The Facilitated Assessment of MTSS-School level (FAM-S) IABS team developed a single measure of implementation for MTSS, including academics, behavior, and social emotional structures, data systems, and supporting resources.

Resources:

[FAM-S Website](#)

[Module 1 Milestones \(District\)](#)

[Module 2 Milestones \(District & School\)](#)



## Systems integration

- Supporting our people to do the work
- Continued the PBIS Recognition for one more year with IABS consultants coordinating the efforts
- Created a professional development questioning protocol for those requesting PBIS training
- Crosswalked PBIS and MTSS content

[Protocol](#)

[Crosswalk](#)



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Communication & Visibility (CV) and Technical Assistance and Coaching (TAC)

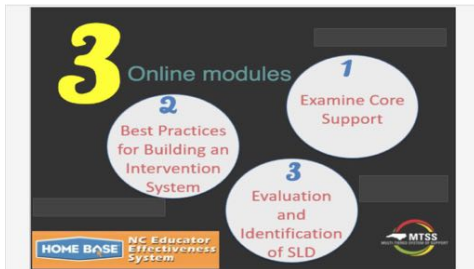
Regional Networking Sessions

- District/Charter MTSS & PBIS Coordinators
- Community of Practice
- Training/planning for district and school PD (5 cohorts)



Practices integration

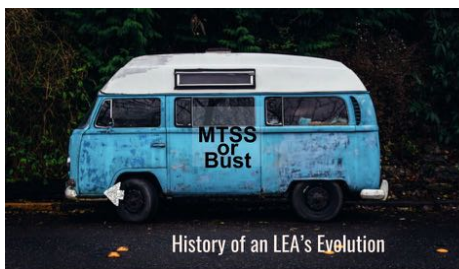
- Incorporated more PBIS training into the online modules
  - Incorporated the “Adult Routines” necessary to build a strong core behavior program
  - Provided within the modules specific behavior interventions such as CICO and Social Skills Groups.
- Providing Face to Face PD on how to integrate PBIS into core practices



Professional Development (PD)- Blended learning model using online content (3 MTSS Modules) for all district teams with face to face preview and follow-up.

- MTSS Module 1: Examine Core Support
- MTSS Module 2: Build an Intervention System
- MTSS Module 3: Evaluate & Identify SLD

All schools can access online content with district coaching.





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- The strong partnership between the state and district was key to moving towards integration.
- 2-way communication between state and districts (not just state giving information, but seeking feedback)
- NC MTSS Consortium
  - Grant funded
  - Gathering of districts across the state
  - Aimed at moving MTSS implementation forward and being a partner to the state team



## Professional development

- MTSS PD and coaching included BOTH academics and behavior
- PD included stand alone sessions when necessary, i.e. FBA/BIP

## Curriculum & Instruction

- Coordinator position moved from special education to curriculum and instruction
- Coordinator bridged the gap between instructional services and student services
- Building a [defined core](#) that explicitly defines curriculum, instruction, environment and data-evaluation

## Data

- Problem-solving academic data included review of office discipline referrals and attendance data as well.
- [Data Integration Resource](#) (page 1)

## Teaming

- District MTSS team integrated
- Recommendation for school teams to integrate
- [Teaming Integration Resource](#) (page 2)




## Questions/Comments



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