



MTSS Nebraska

December, 2017

Multi-tiered Systems of Support to prepare all Nebraskans for **learning, earning, and living.**

IN THIS ISSUE: MTSS FALL UPDATE

The purpose of this MTSS Newsletter is to keep all Nebraska Stakeholders informed of the work and progress of identified development teams and systems alignment efforts that occurred during the Fall of 2017.

Further communication occurs through identified Stakeholder Groups as follows:

- Builders' Team (**FEW**): Will create MTSS Systems
- MTSS Stakeholders (**SOME**): Will provide Feedback to Builders
- RDA Stakeholders (**ALL**): Will be provided with key information for implementation

FALL EVENTS:

August 31- September 1: The first annual Nebraska MTSS conference was held in Lincoln at the Innovation Campus, and was attended by 400 general and special educators.

September 15: MTSS Stakeholders' Meeting at the Graduate in Lincoln; Confirmed *Essential Elements* and finalized self-assessment tool for beta testing, (see column 3).

September 26: RDA Stakeholders Meeting; shared example MTSS training model for input.

October 30: First NE MTSS Self-Assessment administration at ESU #3.

November 7-8: NCSI Conference, Systems Alignment; attended by NDE SpEd specialists and consultants, PBiS State Coordinator, and UNL/ MTSS Project Coordinator.

Essential Elements:

Shared Leadership; Communication, Collaboration, and Partnerships; Evidence-Based Instruction, Intervention and Assessment Practices; Building Capacity/Infrastructure for Implementation; Data-Based Problem Solving and Decision Making; Layered Continuum of Supports

November 13: MTSS Builders' Meeting; Shared NE MTSS communication brochure, identified additional team members, determined priorities.

November 29: First NE MTSS District-wide Self-Assessment. The entire administrative team, including Superintendent Dr. Ron Hansen, participated in a morning-long analysis of current initiatives within the North Platte Public Schools. One hundred percent of participants agreed that the

use of the NE MTSS Self-Assessment tool helped them to determine priorities and next steps as they fine tune their MTSS.

SELF-ASSESSMENT BETA:

On October 30, four district work teams came together at ESU#3 for MTSS Work Session, Day 1. The purpose of the day was to develop a potential statewide training model for those districts or service units not yet connected to a specific MTSS development protocol. Participating teams were from Blair, Springfield-Platteview, Elkhorn Elementary, and Elkhorn Secondary levels.



Above: ESU #3 District MTSS workgroup facilitated by Allison Kelberlau, Jane Byers, and Tanya Ihlo

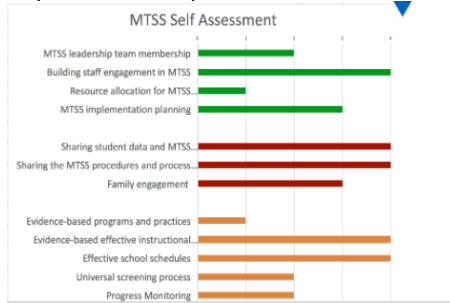
Each district team consisted of general education principals and

teachers, as well as a variety of special educators from teachers, to psychologists, to directors. MTSS definitions and *Essential Elements* were reviewed. From there, districts were led through an informal inventory of current initiatives within their schools. They literally “cleaned their district house” through a discussion of implementation fidelity and priorities.

Further, each team member individually completed the NE MTSS Self-Assessment. A process of consensus building resulted in one district score for each of the *Essential Elements*. From there, district teams identified an essential element to target in next steps .

One hundred percent of participants agreed that the NE MTSS Self-Assessment helped them to establish priorities and next steps in the development of their own tiered systems of support.

As stated by Hanna, 2013, “Schools differ in many ways, and improvement strategies must meet each school’s unique needs...tailoring system-level responses to school-level realities.” Individual follow-up sessions are planned for each team to create specific short and long term MTSS implementation plans.



Sample Visual of Self=Assessment Data

Response from Participants: Work Session #1:

Most Useful Part of Work Session

Participants appreciated many parts of the work day, common themes included:

Time to work and collaborate with school or district team	Using the Self-Assessment to Identify Strengths/Needs	Guidance and Coaching from Facilitators
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Examples of responses from respondents include:

- "The opportunity to get out team together and look at our existing programs as they fit into a MTSS model."
- "The self-assessment piece really helped us see our needs."
- "Using the self-assessment tool to guide conversation with colleagues"
- "Consultant guidance to help us keep from getting stuck!"
- "Guidance...staff available in the room to assist or ask questions"

Additional districts to participate in the MTSS Self-Assessment Beta include

Westside Community Schools and North Platte Public Schools. If other districts or service units are interested in a test administration and are willing to provide feedback, please contact Jane Byers at jbyers5824@gmail.com.

NEXT STEP PRIORITIES:

- Build, Study, and Implement MTSS Self-Assessment Tool
- Develop and Build Web-based Communication and Storage System
- Recognize/Inventory/Align Current Models and Trainings in Use Across Nebraska
- Complete Crosswalk between AQuESTT and MTSS Essential Elements; Reduce Redundancy in Efforts
- Design a MTSS Coaching Model

DIFFERENTIATED SUPPORT:

Understanding that schools, districts, and service units are in multiple stages of implementation and may be in immediate need of technical assistance, the following are supports that are currently available to meet varied and unique needs:

Systems Development and Alignment; Problem Solving Processes; Professional Development; On-going Coaching Pilot; Data Analysis; Curriculum and Intervention Research; Professional Learning Teams; Networking of Like Districts; Technical Support; Fidelity Checks; Staffing Ratios; and more...

RESOURCE:

As educators across Nebraska work toward deep implementation of MTSS, most need immediate interventions, as well. Evidence-based interventions are critically important when it comes to getting the best and quickest results for struggling students. The following list provides links to intervention research and is worth the review as you work to strengthen your supports right now.

Academic:

Evidence for ESSA
<https://www.evidencefoessa.org/>

Academic Interventions Tools Chart
<https://intensiveintervention.org/chart/instructional-intervention-tools>

What Works Clearing House
<https://ies.ed.gov/ncee/wwc/>

The Best Evidence Encyclopedia
<http://www.bestevidence.org/>

Intervention Central
<http://www.interventioncentral.org/resp/onse-to-intervention>

Evidence Based Intervention Network
<http://ebi.missouri.edu/>

National Center for Intensive Intervention
<http://ncli.org/>

Social/Emotional:

Results First Data House
<http://www.pewtrusts.org/en/multimedia/data-visualizations/2015/results-first-clearinghouse-database>

Behavior Intervention Tools Chart
<https://intensiveintervention.org/chart/bbehavioral-intervention-chart>

Psych Central
<https://psychcentral.com/>

SAMHSA
<https://www.samhsa.gov/nrepp>

MTSS

Nebraska

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