The Importance of a Holistic Approach in Supporting Pre-K Multi-Tiered System of Supports (MTSS)
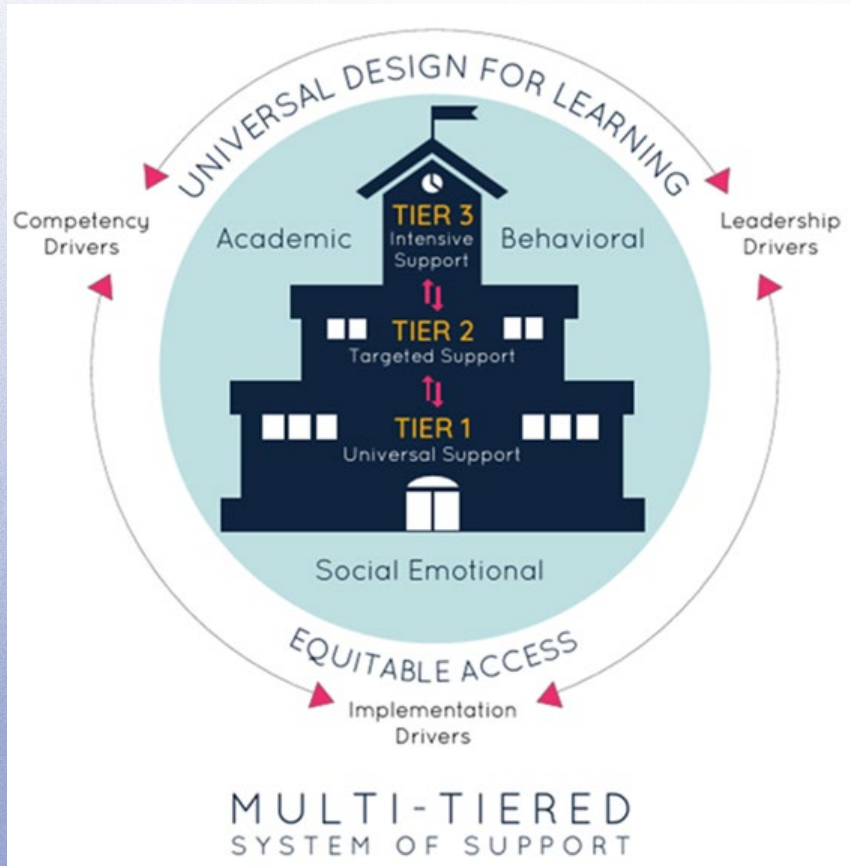
May 21, 2024 10-11am EST

Rob Corso: Executive Director, Pyramid Model Consortium

Hope Beissel: State Lead Consultant, Pyramid Model Consortium

Agenda

UNIVERSAL DESIGN FOR LEARNING

Competency Drivers

Academic   TIER 3 Intensive Support   Behavioral

Leadership Drivers

TIER 2 Targeted Support

TIER 1 Universal Support

Social Emotional

EQUITABLE ACCESS

Implementation Drivers

MULTI-TIERED SYSTEM OF SUPPORT

Review of Data to Inform the Need for MTSS

Defining Key Terms

The Importance of a Comprehensive Approach From Pre-K through K-12

Inclusion, Early Childhood Mental Health Consultation (ECMHC), and their role in MTSS

Outcomes of providing MTSS in Pre-K

Strategies to Support MTSS from Pre-K to K-12 Implementation

Opportunities to Support Your Work

Objectives

- Identify common definitions of the following terms: MTSS, SEL, UDL, Pyramid Model, and PBIS.

- Understand the importance of having a comprehensive system of supports for students in Pre-K through K-12 programs.

- Recognize how inclusion and ECMHC fit into MTSS frameworks.

- Identify strategies to ensure students have a smooth transition from Pre-K to Kindergarten.

National Preschool Data

- In 2020-21 School Year: 1.2 million children enrolled in preschool
  - 1,000 public preschoolers received one or more out-of-school suspensions
  - About 220 preschool children were expelled
- Preschool boys represented 54% of enrollment
  - Accounted for 81% of out-of-school suspensions and 85% of children who were expelled.
- Preschool children with disabilities represented 24% of enrollment
  - Accounted for 34% of out-of-school suspensions and 62% of children who were expelled.

Figure 2. Percent of preschool children who were disciplined, by sex and race/ethnicity

		Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races
Boys	Enrollment	16%	1%	2%	<1%	9%	24%	3%
	Discipline Outcomes							
	One or more Out-of-School Suspensions	8%	1%	<1%	<1%	23%	43%	6%
	Expulsions	11%	<1%	1%	<1%	20%	47%	6%
Girls	Enrollment	14%	<1%	2%	<1%	8%	19%	2%
	Discipline Outcomes							
	One or more Out-of-School Suspensions	1%	<1%	<1%	<1%	7%	9%	1%
	Expulsions	2%	<1%	<1%	<1%	5%	7%	1%

Massachusetts DESE 2022-2023 Student Discipline Data Report (All Offenses)

Data available at: https://profiles. doe/mass.edu/ssdr

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension
All Students	942,880	33,062	1.4	2.5
English Learner	126,768	4,653	1.3	2.7
Low Income	426,807	24,442	2.1	4.3
Students w/disabilities	195,905	12,479	2.5	4.7
High needs	544,522	27,937	2.0	3.8
Female	455,336	11,203	0.9	1.8
Male	485,746	21,785	1.9	3.2
Amer. Ind. or Alaska Nat.	2,258	110	1.5	4.1
Asian	69,313	612	0.3	0.6
Afr. Amer./Black	89,961	5,798	2.1	5.0
Hispanic/Latino	234,592	12,330	1.8	3.9
Multi-race, Non-Hisp./Lat.	41,397	1,673	1.6	3.0
Nat. Haw. or Pacif. Isl.	830	33	1.4	3.1
White	504,529	12,506	1.2	1.6

MTSS

A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure each and every student receives a high-quality educational experience.

UDL

Universal design for learning (UDL) is a framework that reduces barriers in instruction, proactively provides appropriate accommodations and supports, and allows for high-achievement expectations for all students, regardless of their unique strengths and challenges.

SEL

SEL is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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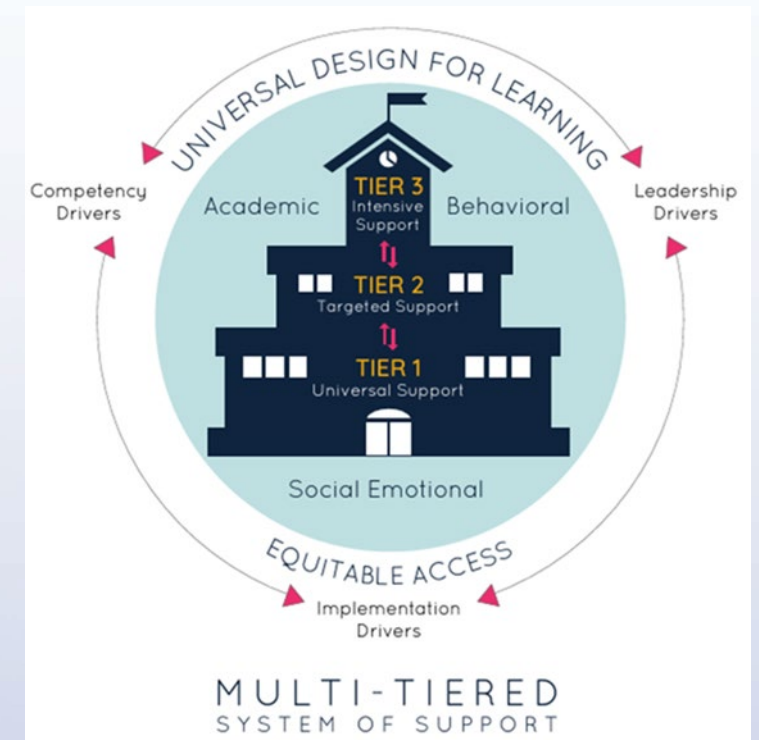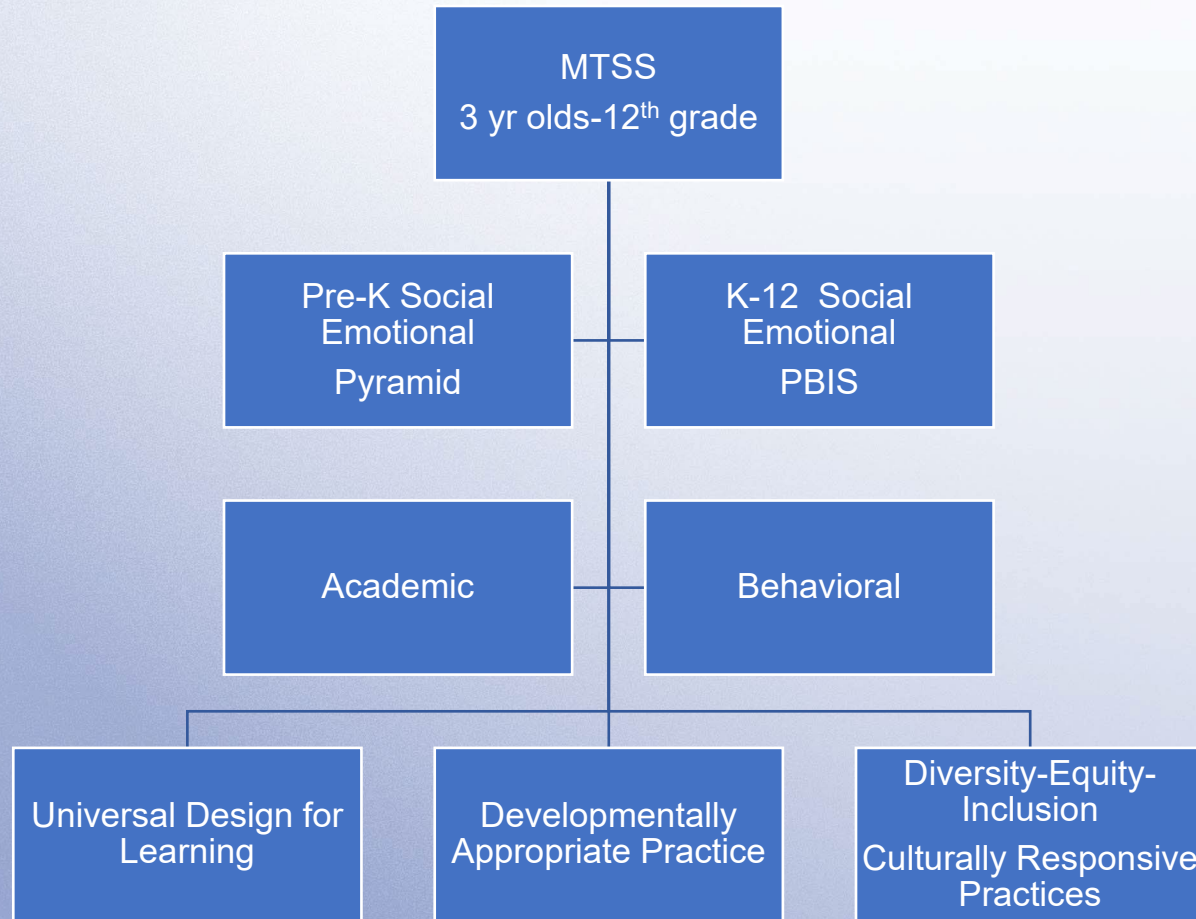| K-12 SEL PBIS |
| :---: |

PBIS is an evidence-based framework for supporting students behavioral, academic, social, emotional, and mental health. PBIS is a subset of PBS. PBIS is used interchangeably with SW-PBS.

Pre-K SEL Pyramid

The Pyramid Model is a framework of evidence-based practices for promoting young children's healthy social and emotional development. Pyramid has also been referred to a PW-PBS.

The Importance of Tiered Interventions

MTSS
3 yr olds-12th grade

Pre-K Social Emotional
Pyramid

K-12 Social Emotional
PBIS

Academic

Behavioral

Universal Design for Learning

Developmentally Appropriate Practice

Diversity-Equity-Inclusion
Culturally Responsive Practices

UDL/DAP/DEI/CRP

UNIVERSAL DESIGN FOR LEARNING

Competency Drivers

Academic

Behavioral

Leadership Drivers

TIER 3
Intensive Support

TIER 2
Targeted Support

TIER 1
Universal Support

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Implementation Drivers

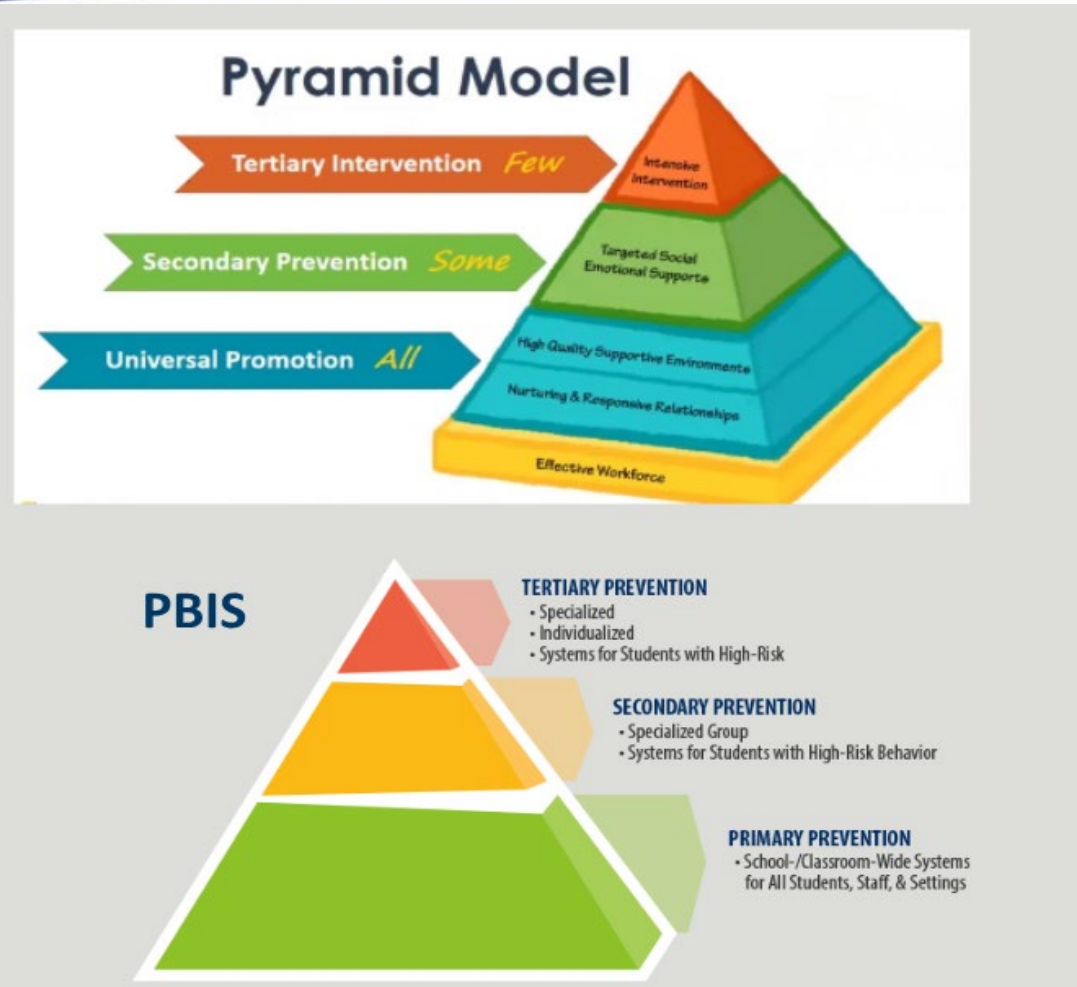MULTI-TIERED
SYSTEM OF SUPPORT

Examples of SEL Tiered Interventions

MTSS/Social Emotional in Pre-K

MTSS/Social Emotional in K-12

Example of SEL MTSS in PreK

Pause & Reflect #1

1) Open Participant Guide

2) On page 2, reflect on the following:
   - What aspect of MTSS is currently being implemented in your program?
     - SEL/Academic/Behavioral
   - How does UDL show up in your current work?
   - How does DEI and Culturally Responsive Practices show up in your current work?
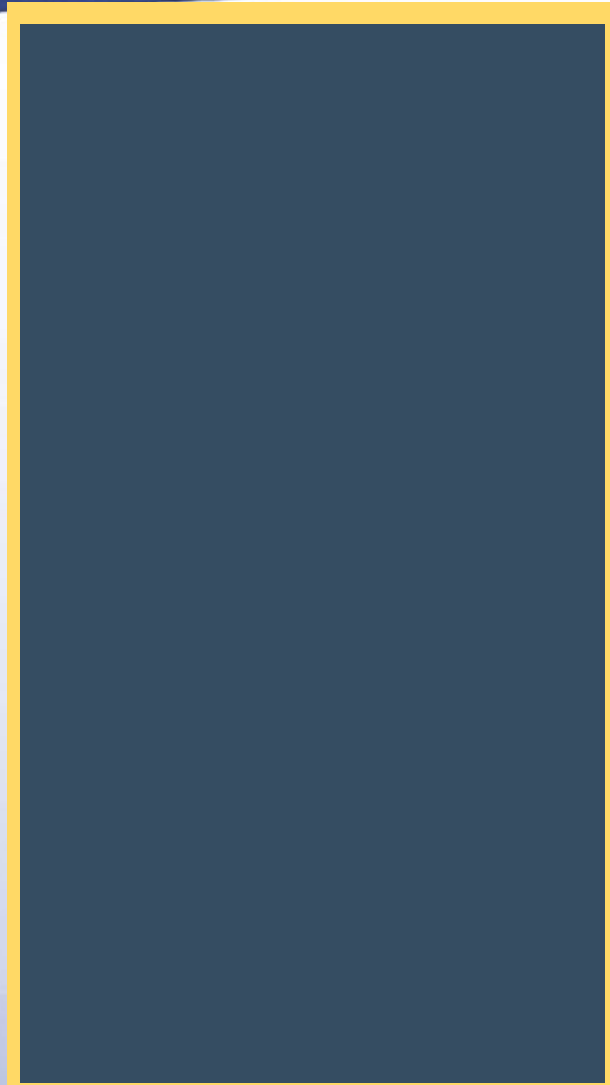
Outcomes for Educators

- Shared language
- Improved capacity to handle behaviors that challenge
- Increased positive relationships with children and families

Outcomes for Children

- Increased engagement
- Social Emotional growth
- Increase in positive self esteem
- Limited or eliminated rates of expulsion/suspension

Outcomes for Families

- Increased collaboration between families and teachers
- Families feel more supported in preventing and addressing behaviors that challenge at home
- Decrease in parent concerns about safety and behavior at school

Defining Inclusion

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, with and without disabilities, in general education settings.

- Dual Language Learners
- Children with migrant caregivers
- Children enrolled in Early Childhood Special Education
- Children experiencing challenging behaviors
- Children who have experienced trauma
- Children who are historically marginalized

How Inclusion Shows up in MTSS Work

Reduction in behaviors that challenge

Teaching of peer-mediated social skills

Supporting children in emotional literacy

ALL children receive the support they need to excel

Inclusion practices are grounded in Implementation Science

Addressing Inclusion in MTSS Work

Create
- high expectations for EVERY child to reach their potential

Develop
- a program philosophy that is inclusive

Establish
- a SYSTEM of services and supports

Experience
- a SHARED definition of inclusion

The Importance of ECMHC in Early Childhood

MTSS

- Multi-tiered framework
- Prevention focused interventions and supports

Early Childhood Mental Health Consultation (ECMHC)

- Prevention based
- Consultant works with educators and families in multiple settings

BOTH
*Focus on positive relationships
*Build capacity of educators and families
*Support children's development

Opportunities for Alignment of ECMHC in MTSS Work

- 👥 Participate on Leadership Team

- 🗂 Provide training and coaching around evidence-based practices

- 👨‍🏫 Support children, families, and educators — Expand services to home and community settings
  Collect data
  Address staff wellness

- 🔍 Explore issues related to equity and disparity
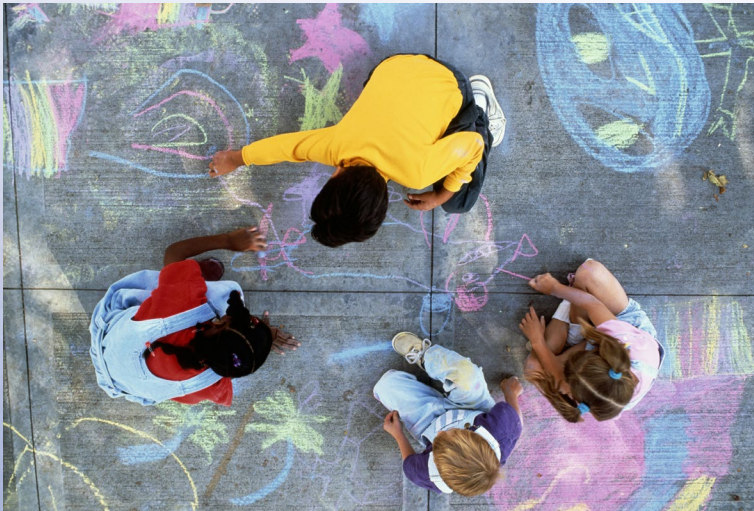
- ↙ Support reduction/elimination of expulsion and suspension

- 📊 Inform ECMHC work with MTSS strategies

ECMHC Showing Up in MTSS Tiers

Tier 1

- Promote healthy social emotional competence
- Implement universal screenings
- Support the use of fidelity measures
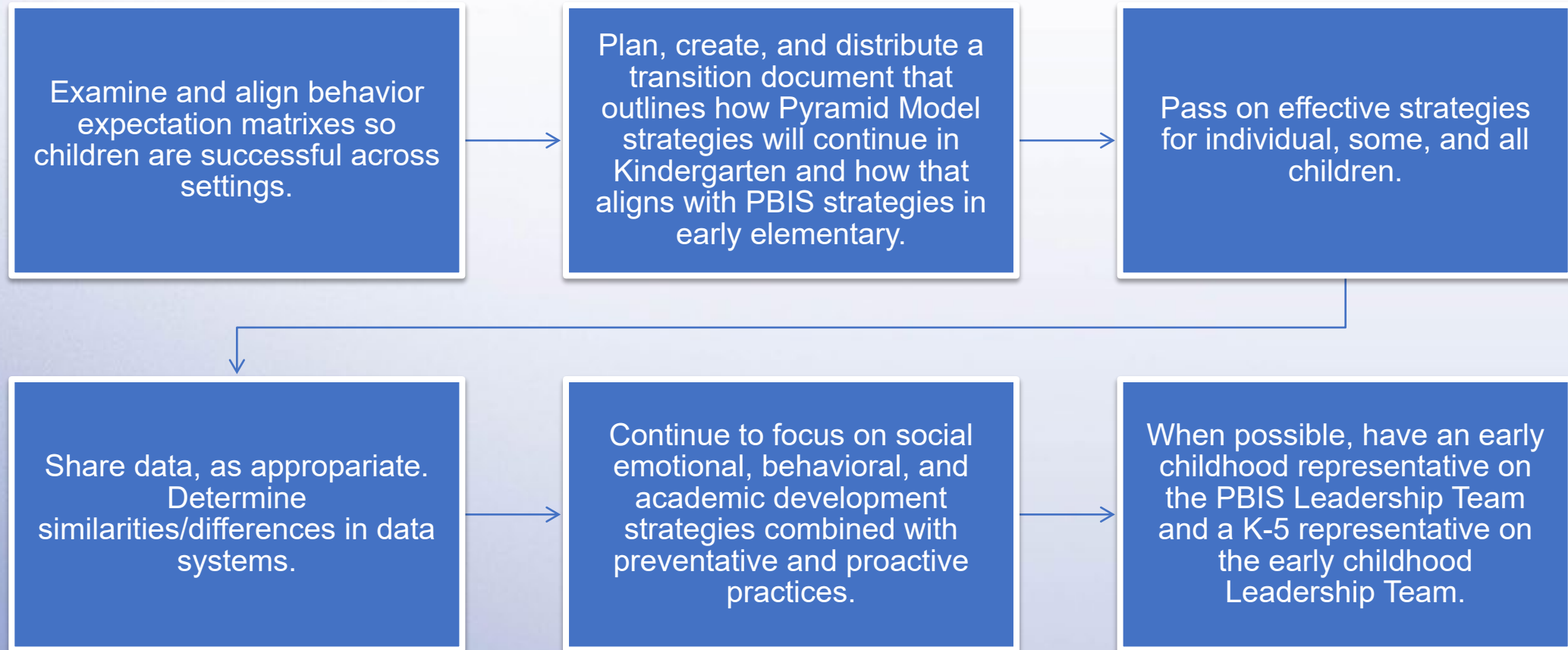- Provide guidance on family connections

Tier 2

- Support referrals to community-based services or evaluation services
- Support understanding of causes of behaviors
- Guide teachers in structuring learning opportunities around self-regulation, emotional literacy, friendship skills, problem solving

Tier 3

- Participate on a collaborative team to create, implement, and monitor an individualized plan of support
- Support families in carrying strategies over to the home environment

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Supporting the Transition to K-12

Examine and align behavior expectation matrixes so children are successful across settings.

Plan, create, and distribute a transition document that outlines how Pyramid Model strategies will continue in Kindergarten and how that aligns with PBIS strategies in early elementary.

Pass on effective strategies for individual, some, and all children.

Share data, as appropariate. Determine similarities/differences in data systems.

Continue to focus on social emotional, behavioral, and academic development strategies combined with preventative and proactive practices.

When possible, have an early childhood representative on the PBIS Leadership Team and a K-5 representative on the early childhood Leadership Team.

What is Developmentally Different in Pre-K MTSS-SEL implementation?

Classroom Schedule

Rules & Expectations

Family Involvement

Responses to Challenging Behavior

Data Collection Tools

Role of the Office
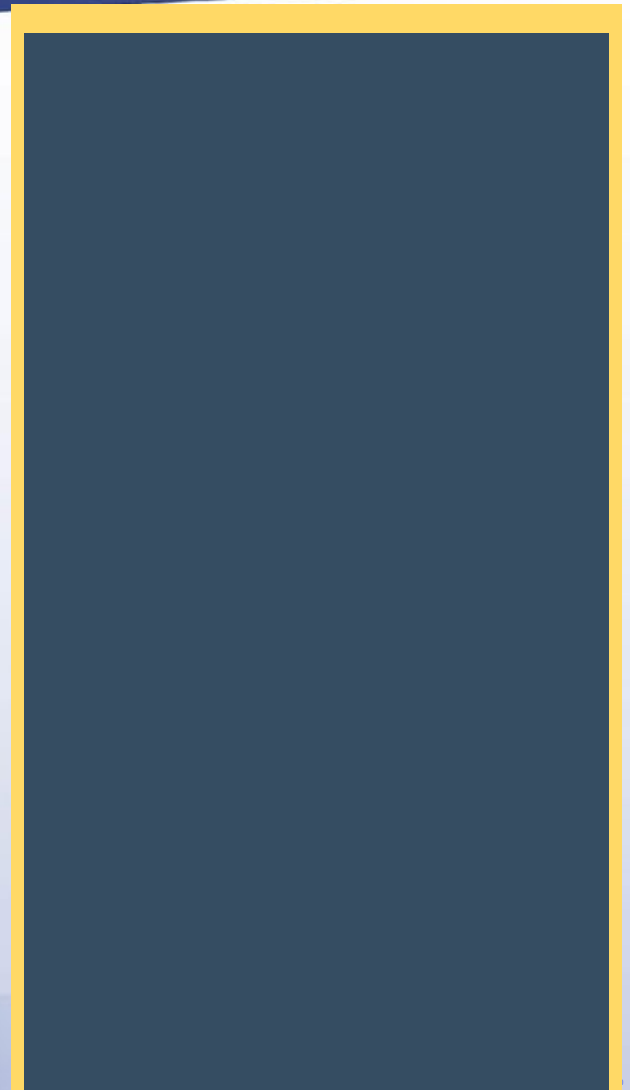
Acknowledgement Systems

Example of SEL MTSS in K-5

Pause & Reflect #2

1) Open Participant Guide

2) On page 4
   ❑ What strategies are you experiencing around inclusion?
   ❑ To what degree has your program considered accessing ECMHC? Who are the ECMHC providers in your community?
   ❑ What ability do you have to connect to early elementary school systems in your community?

Supports Available to You

- Existing Pyramid Model initiatives through EEC and DESE
- ePyramid modules
- EEC Professional Development Centers (PDC's)
- Early Childhood Mental Health Consultation Program & Social-emotional Development Resources
- Pre-K MTSS-SEL Academy *(in development)*
- Potential SEL MTSS Grant Opportunities through DESE

MTSS around Social Emotional/Academic/Behavior development through access to Inclusion, Mental Health support, and Evidence-Based Strategies.

dese MASSACHUSETTS Department of Elementary and Secondary Education

Questions/Comments

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Slides	Topic	Amount of Time	Lead	Pause & Reflect/Videos
1-3	Welcome & Introduction	5 minutes	Aimee or Christopher & Juin (Slide 1) Hope (Slide 2-3)	
4-7	Data Review & Definitions	8 minutes	Rob	
8-12	Importance of Tiered Interventions & MTSS in EC	17 minutes	Hope	Slide 9: Reflect on MTSS in your setting Slide 10: Video
13-18	Inclusion, ECMHC, & MTSS	12 minutes	Rob	Slide 18: Reflect on ECMHC and Inclusion in your work
19-22	Transitioning	13 minutes	Hope	Slide 21: Video
23-25	Wrapping It Up	5 minutes	Aimee Juin Christopher	Slide 23: Reflect on your next steps