



Finding Early Childhood in your MTSS System

NeMTSS July 29, 2020



Objectives for Today:



- Review the Essential Elements of a deeply implemented problem solving system (overview of MTSS)
- Identify Foundational Practices: Perceptual Data
- Identify Existing Data Sources in Early Childhood and how they Align with the Problem Solving Process
- Align and integrate early childhood within a district-wide MTSS framework



First Things First:

Before making decisions about data, you need to take stock of your SYSTEM

- Multi-tiered systems of teaching and caregiving practices
- Evidence-based, high-quality curriculum
- Continuous cycle of assessment and monitoring
- Collaborative problem solving among team members
- Infrastructure for all of the above (e.g., professional learning, dedicated meeting time)

Essential Elements of a Multi-tiered System of Supports

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

Taking Stock of your Early Childhood System



Take the next few minutes to think about where your Early Childhood program/team is in regard to these Essential Elements.

Don't think too deeply, and base your responses on your experiences during the first half of the 2019-2020 school year:

[Admin Days Assurances 2020](#)

DISRUPTION & INNOVATION

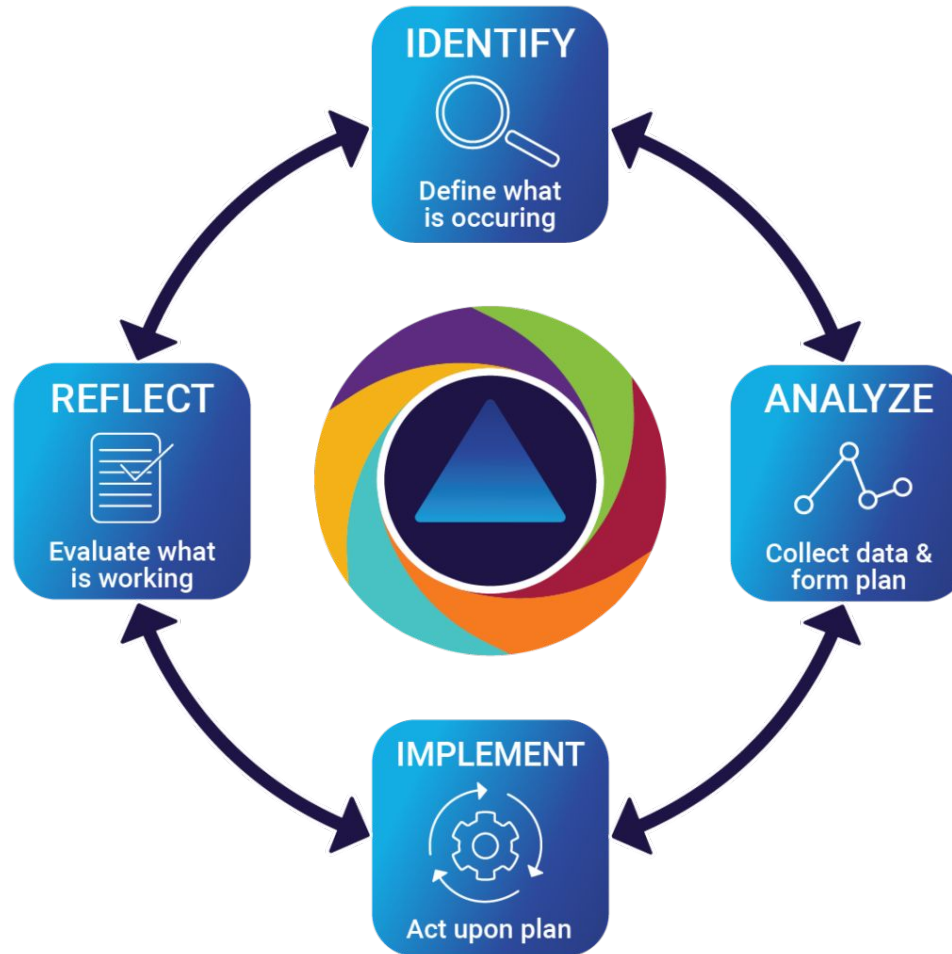
Integrating the System



Creating a CULTURE of Data-Based Decision Making



NeMTSS Problem Solving Model



Scheduling and Infrastructure

- Do you have a Teaming Schedule in place?
- Are there opportunities for problem solving?



Taking Stock of Data



Assessment: What tools are you using (e.g., Screening, Assessment, Classroom Environment, Pyramid BoQ)?

Curriculum/Instruction: What evidence-based curriculum are you using? What instructional model(s) do you use?

Building Capacity/Infrastructure: What do you have in place to support staff with implementation of assessments, curriculum, and for engaging in problem solving (e.g., PLC meeting)?

Implementing a Problem-Solving Model



- What is it that we want children to learn (Nebraska Early Learning Guidelines)
- How will we know when they have achieved it?
- What will we do for children who master it?
- What will we do for children that do not?

Solution Tree/PLC

Utilizing Early Childhood Data in your Problem Solving Team

Processing Questions for your Problem Solving Team:

- What good news is there to celebrate?
- What does your data tell you about your students? Curriculum implementation?
 - Are there patterns? What “pops” out?
- What doesn't the data tell you about your students?
- Curriculum implementation?





Implementation Data and Classroom Environment

- Formative Observation, Walk Through Data
- Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)
- Classroom Assessment Scoring System (CLASS)
- Early Childhood Environment Rating Scale, Third Edition (ECERS-3)

Putting it All Together: Making Sense of Your Data



- Are there children in need of targeted support? How do you know?
- Is the targeted support working (i.e., the student is progressing at an appropriate rate of improvement) and should continue as is?
- What professional learning is necessary for staff?
- Is targeted support not working? Does it need to be adjusted?
- Why is the child not meeting expectations and/or is not making progress?
- How do we intensify intervention when needed?
- Do we need to target specific skills for intervention? For the whole class?
- Is the curriculum being implemented with fidelity?

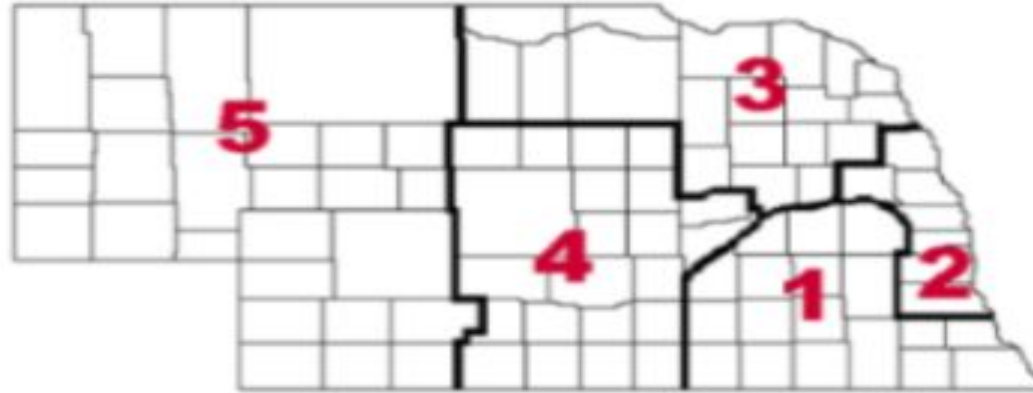
Teaching Tools

- [GOLD: Teach Tab](#)
- [Inventory of Practices for Promoting Children's Social Emotional Competence](#)
- [ECLKC: Effective Practice Guides](#)
- [Achieve the Core Foundational Skills](#)
- [Nebraska Reads](#) (Reading Assessments Crosswalk)

Considerations:

- Now that you have identified how early childhood can be embedded within a MTSS framework, what are your next steps?
- Identifying ways to embed early childhood is only the beginning--your team must develop a system of ongoing, continuous improvement. What next steps are necessary following the completion of NeMTSS Assurances?
- How will you ensure your early childhood team has the infrastructure to engage in deeply implemented problem solving?
- Check out the [Nebraska MTSS Website](#) for resources and more information!

Organizational Structure and Implementation Support



Regional Facilitation 2019-20

NeMTSS Organizational Structure and Implementation Support

Questions? Please Contact:

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