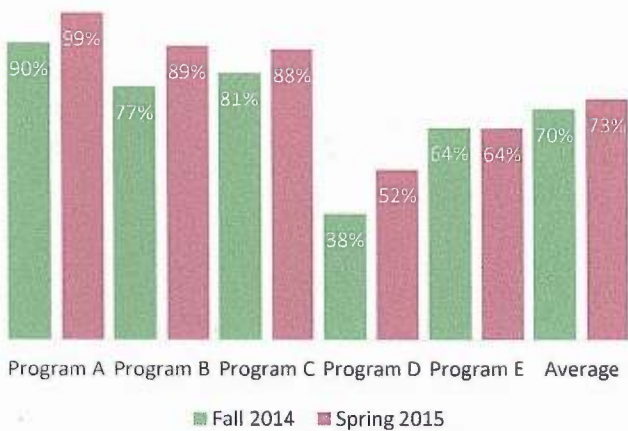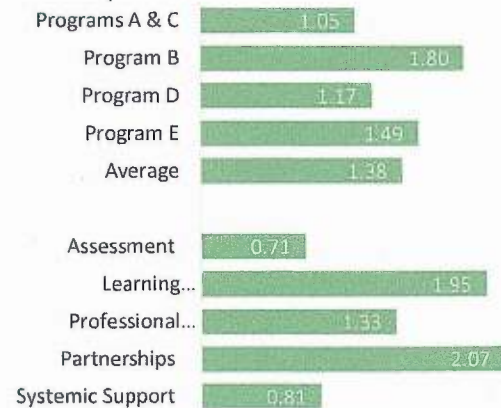# Vermont Early MTSS Cohort 1 Fidelity and Outcome Measures (2014-15)

Purpose: The purpose of Early MTSS is to support the effective implementation of Multi-Tiered Systems of Support (MTSS) and Pyramid Model evidenced-based practices in Vermont's preschools. The first cohort consists of five early childhood programs. While the focus of Early MTSS is supporting healthy social and emotional development; there is also a strong emphasis on developing systems to support and sustain implementation. Below, data are presented that assess the fidelity of teacher implementation of Pyramid Model practices (Figure 1 - Teaching Pyramid Observation Tool (TPOT), the systems development work of program Leadership Teams (Figure 2 - Program inventory), as well as data on the impact on children's social skills and challenging behaviors (Figures 3 and 4 – Social Skills Improvement Systems (SSIS). These data will be collected annually for comparisons and to guide goal development.
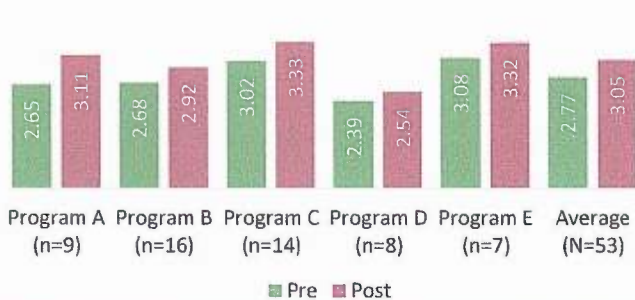
Cohort 1 TPOT Fidelity Data (2014-15)

Legend: Fall 2014, Spring 2015

Program A: 90%, 99%
Program B: 77%, 89%
Program C: 81%, 88%
Program D: 38%, 52%
Program E: 64%, 64%
Average: 70%, 73%

Figure 2: Cohort 1 Program Inventory Data

Programs A & C: 1.05
Program B: 1.80
Program D: 1.17
Program E: 1.49
Average: 1.38

Assessment: 0.71
Learning...: 1.95
Professional...: 1.33
Partnerships: 2.07
Systemic Support: 0.81

Scale: 0 = Not Yet, 1 = Developing, 2 = Implementing, 3 = Sustaining

Figure 3: Childrens Social Skills

Legend: Pre, Post

Program A (n=9): 2.65, 3.11
Program B (n=16): 2.68, 2.92
Program C (n=14): 3.02, 3.33
Program D (n=8): 2.39, 2.54
Program E (n=7): 3.08, 3.32
Average (N=53): 2.77, 3.05

Figure 4: Challenging Behaviors

Legend: Pre, Post

Program A (n=9): 2.65, 1.58
Program B (n=16): 2.68, 1.40
Program C (n=14): 3.02, 1.08
Program D (n=8): 2.39, 2.35
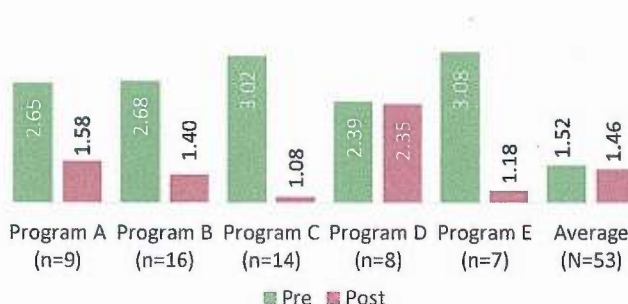Program E (n=7): 3.08, 1.18
Average (N=53): 1.52, 1.46

Figure 3 & 4 Scale: 1 = Never, 2 = Seldom, 3 = Often, 4 = Almost

Summary:

As shown in Figure 1, three of the five Cohort 1 sites had scored at least an 80% on the TPOT, indicating they were implementing the Pyramid Model of social-emotional support with a high degree of fidelity. The two sites with lower scores are in their first year of implementation.

Figure 2 lists program-level Program Inventory data at the top and the Program Inventory component data at the bottom of the figure. There is variance in the degree of implementation of activities necessary to develop and sustain systems of support. Site B is close to the Implementation level (1.80), while Sites A, C, and D are still at a developing stage. Programs have stronger systems to support learning environments and partnerships, with greater work needed in the areas of assessment and systemic support.

All sites exhibited growth in children's use of social skills between pre- and post-test (Figure 3); by spring children at three of the sites were reported to frequently use positive social skills. All but one site saw decreases in children's challenging behaviors (Figure 4).