

An Introduction to Vermont's

Early MTSS

Dr. Lori Meyer, Julie Lavine, & Stephanie Ripley  
BEST/VTmtss Institute  
6/23/21

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### Objectives

By the end of today's session, you will be able to:

1. State the importance of Vermont Early MTSS for families and young children;
2. Understand the alignment between Early MTSS, VTmtss & VTPBIS;
3. Recognize assets already present for implementing Early MTSS;
4. Locate implementation resources for Early MTSS; and
5. Identify next steps for exploring implementation of Early MTSS in your classrooms, schools, and communities.

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### Overview of Our Time Together

- Overview of the Pyramid Model
- Review the Strengthening Families Approach
- Hear from Vermont Early MTSS Demonstration Program Leaders
  - Dedicated times to pause and answer questions after each part
  - Please feel free to put your questions in the chat box
- Close with Reflections for Next Steps

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### Rate Your Familiarity with the Pyramid Model




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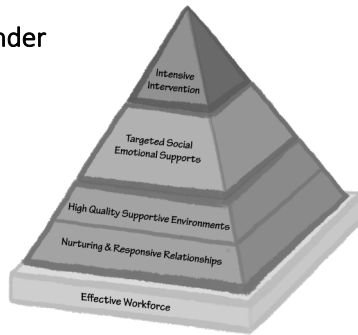
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## See-Think-Wonder




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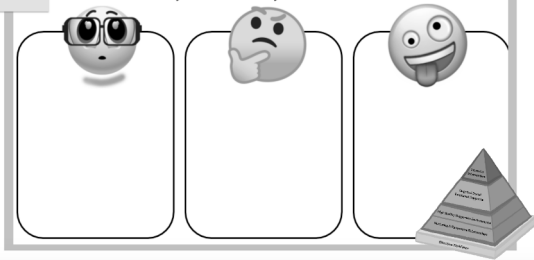
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Breakout Room 1

## See, Think, Wonder




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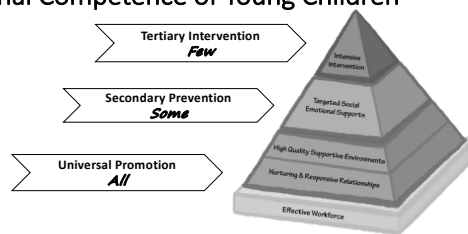
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## Pyramid Model for Promoting the Social and Emotional Competence of Young Children



A Framework of Evidence-Based Practices

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### Results of Successful Implementation – For Children

- Reduction of child challenging behavior for **children with challenging behavior**
- Improvement of observed social interaction skills for **children with challenging behavior**
- Improvement in ratings of social-emotional skills for **children with challenging behavior**
- Improvement in ratings of social-emotional skills for **all children in the classroom**



Adapted from L. Fox 2/9/21

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### Results of Successful Implementation – For Teachers



- PD on the Pyramid Model was effective for supporting teachers' implementation.
- Teachers' use of the practices was related to children's social and behavioral outcomes.
- Teachers continued to use the practices after coaching ended.
- Teachers reported high levels of satisfaction with PD and report improved child behaviors.

Hemmeter, Ostrosky, & Fox, 2021

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### Program Reported Outcomes



- Improvements in classroom quality
- More intentional instruction around social skills and emotional competencies
- Improved capacity to address challenging behaviors
- Better relationships with families
- Decrease in problem behaviors, increase in social skills, and decrease in overall disruptive behaviors
- Elimination of the use of exclusionary discipline
- Increases in child engagement in learning opportunities

From L. Fox 2/9/21

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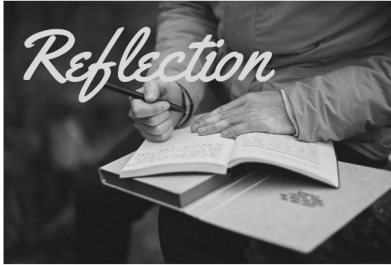
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## Pyramid Model Inventory of Practices



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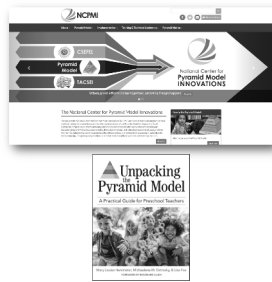
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## Implementation Supports

- Comprehensive training materials
- Fidelity of implementation tools
  - The Teaching Pyramid Observation Tool (TPOT)
  - The Teaching Pyramid Infant Toddler Observation System (TPITOS)
- Practical tools and materials for teachers
- Program-wide leadership guides and tools
- Materials for families



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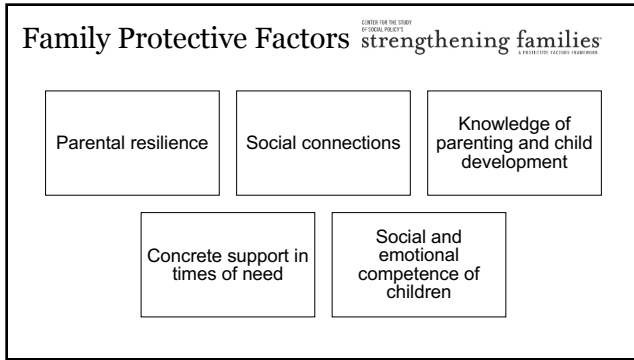
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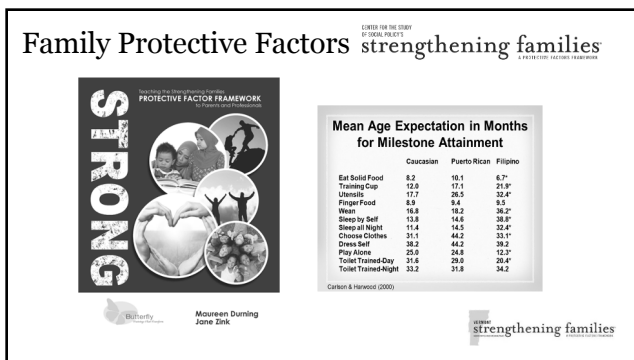
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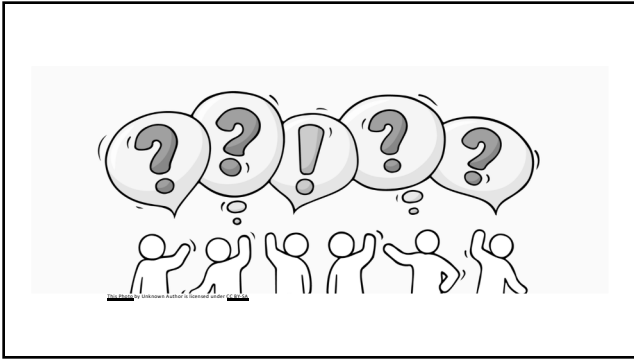
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### Vermont Early MTSS Assets!

Julie Lavine, Director

- Orleans Central Supervisory Union (OCSU) Early Childhood Program

Stephanie Ripley, Director

- Maple Run Early Childhood Programs



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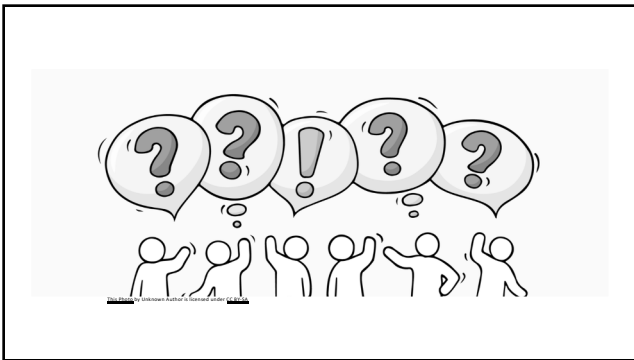
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