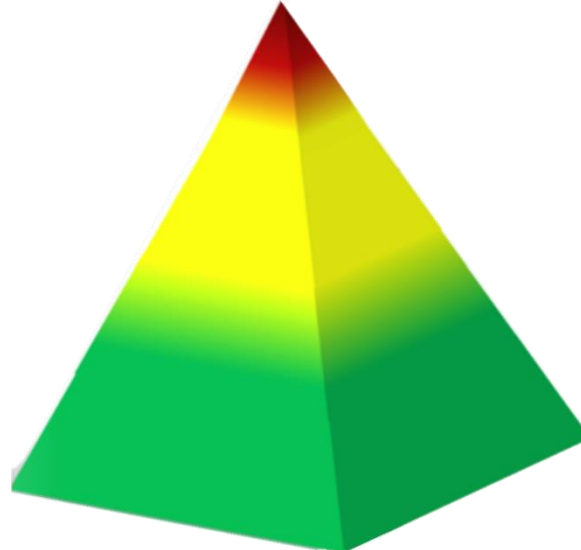




Foundations of a Multi-Dimensional Multi-Tiered System of Supports (MD-MTSS) Framework with a Focus on Attendance and Prevention

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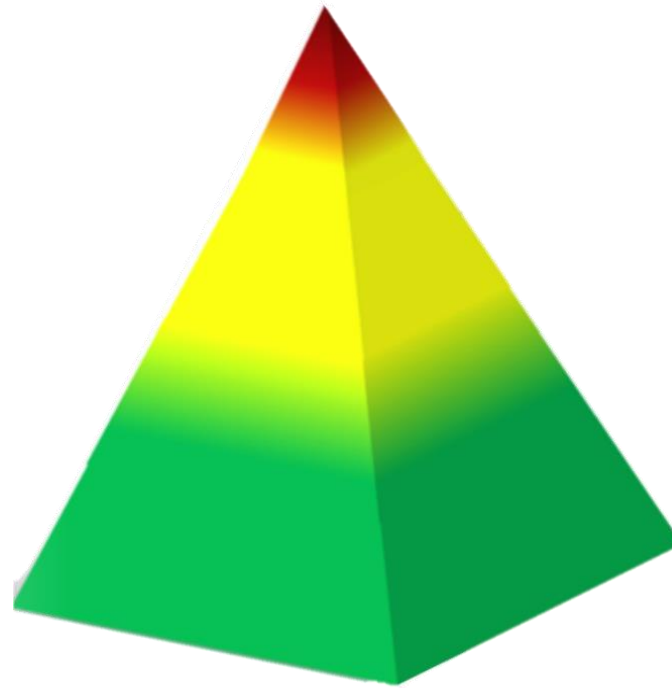


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Goals of My Presentation Today

- **Goal #1: Highlight the foundation and fundamental components of a Multi-Dimensional Multi-Tiered System of Supports (MD-MTSS) Framework (Kearney & Graczyk: 2014, 2020)**
 - To accomplish this goal, I will address each component of the MD-MTSS framework that focuses on attendance and prevention (but not in the same order as you see each component in its name)
- **Goal #2: Leave you with a closing thought about the future...**

Multi-Dimensional Multi-Tiered System of Supports Framework for *School Attendance*





Key Term: Average Daily Attendance

Average percent of enrolled students who are in school during a particular time period, such as a school year





Key Term: Satisfactory (“Good”) Attendance

Definition:

- In school 95% or more of the time
 - Attendance Works (2016)
 - Dubay & Holla (2016)
 - Jordan & Miller (2017)



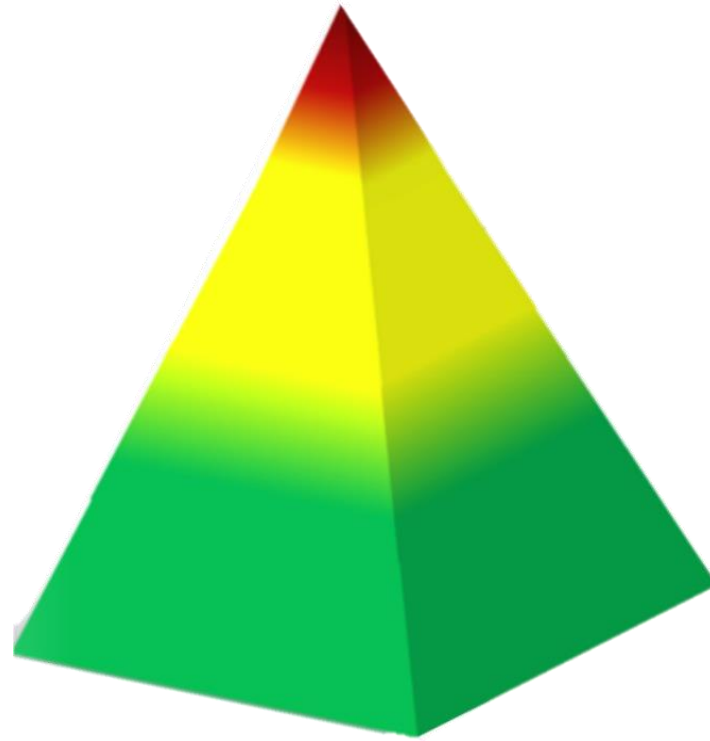


Key Term: Improved Attendance



- School attendance is better than it had been in the past, *regardless of how much time a student was absent in the past*

Multi-Dimensional Multi-Tiered System of Supports Framework for School Attendance



MD-MTSS Framework

What it is

Merriam-Webster dictionary:

- a structural or skeletal frame
- a basic conceptual structure

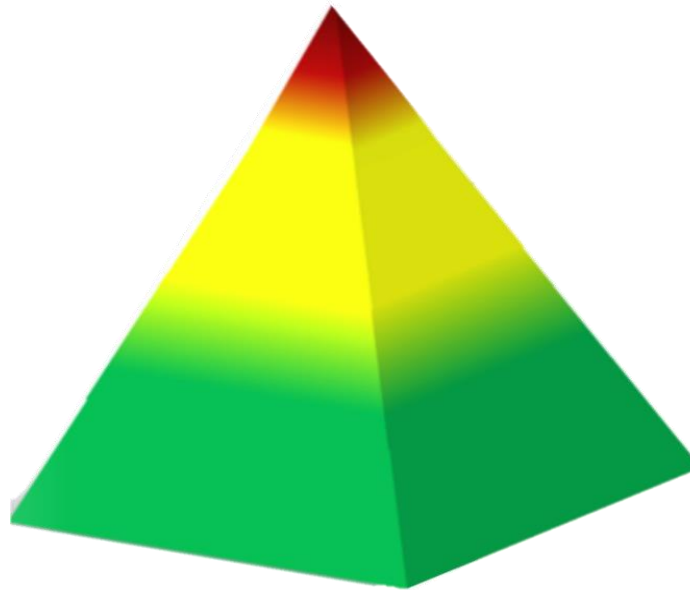
What it is not

- “One size fits all” canned program
- An intervention

MD-MTSS Framework

The MD-MTSS framework is...
an *organizing* framework
that schools can use
to align the supports they provide students to
student needs.

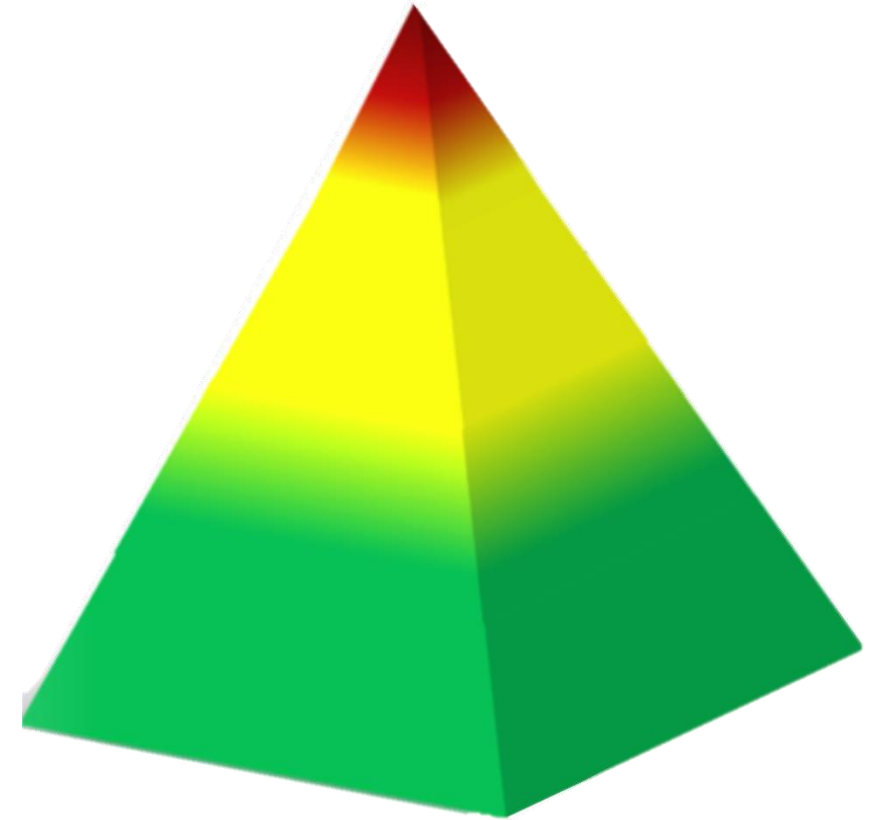
Multi-Dimensional *Multi-Tiered System of Supports* Framework for School Attendance



Multi-Tiered System of Supports (MTSS) Framework

Guiding Principles

- Match support to the needs of ALL students
 - Equitable
 - Inclusive
 - Respects diversity
- Tiered framework
 - Tier 1: ALL students, school-wide (Green)
 - Tier 2: Students showing emerging school attendance problems (Yellow)
 - Tier 3: Student showing chronic school attendance problems (Red)

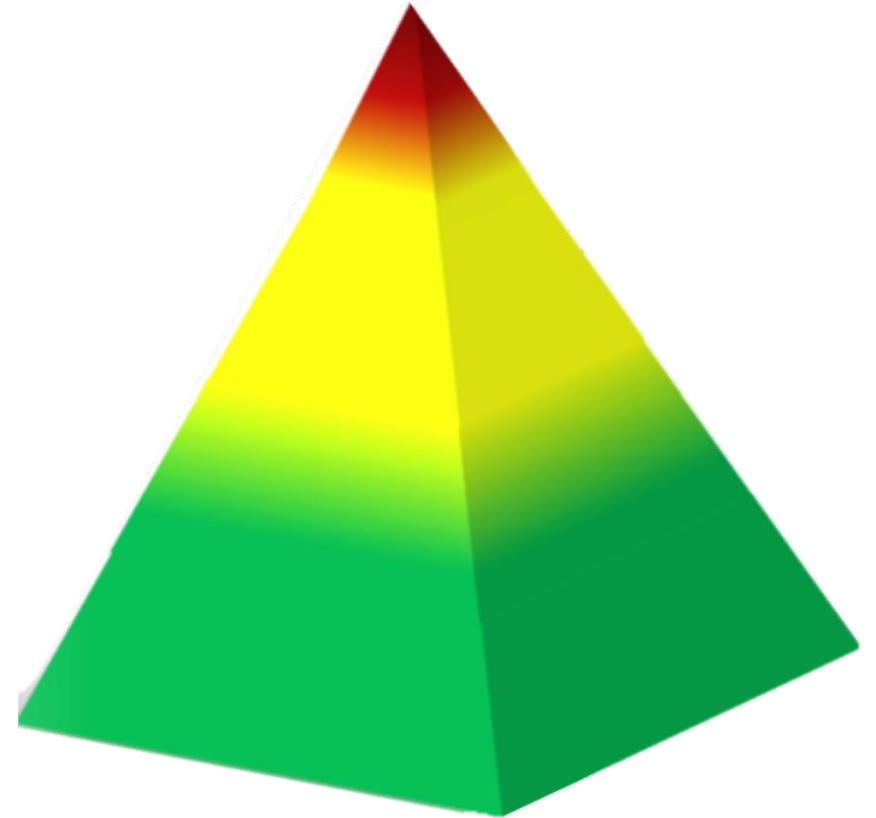


Multi-Tiered System of Supports (MTSS)

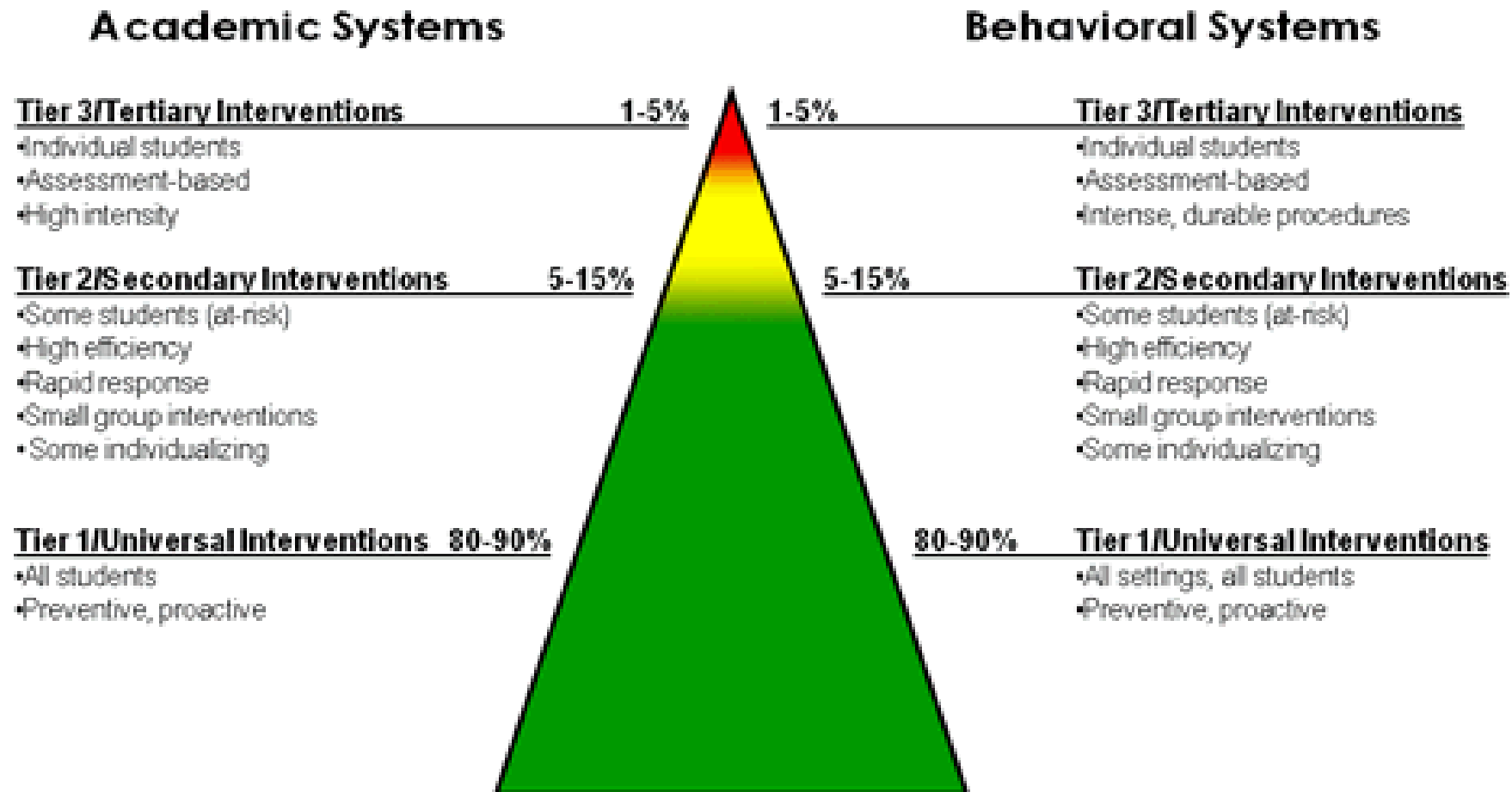
Framework (cont'd)

Guiding Principles (continued)

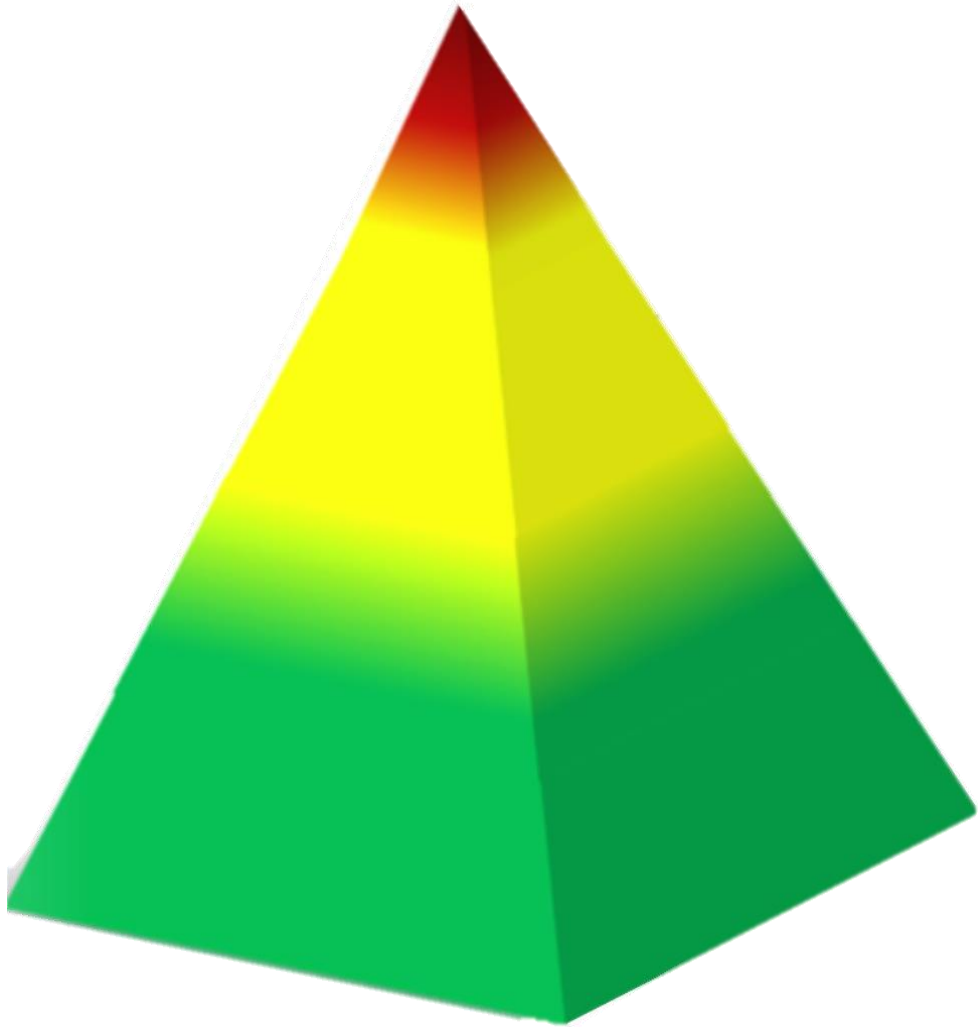
- Prevention-focused, not “wait-to-fail” approach
- Focus on *systems* and *groups* of students, along with *individual* students
- Team approach
 - Data to make decisions
 - Problem-solving process
- Evidence-based practices



Multi-Tiered System of Supports Framework (cont'd)



Multi-Tiered System of Supports Framework (cont'd): Tier Definitions In De Proeftuin Schoolaanwezigheid



Tier 3: Chronic Absenteeism

Absent: 10% or more

Attending: 90% or less

Tier 2: Emerging SAPs; At-Risk for Chronic Absences

Absent: >5% but < 10%

Attending: < 95% but > 90%

Tier 1: Satisfactory (“Good”) Attendance

Absent: 5% or less

Attending: 95% or more of the time

Data and “Functional Impairment” – A Very Important Consideration

Functional impairment occurs when School Attendance Problems (SAPs) interfere with or decrease a student’s performance in important aspects of their lives

Kearney (2022)*: Functional impairment – When does absenteeism become a problem?

- Three domains of functional impairment
 - School domain
 - Social domain
 - Family domain
- Guidelines

*Kearney, C. A. (2022). Functional impairment guidelines for school attendance problems in youth: Recommendations for caseness in the modern era. Professional Psychology: Research and Practice, 53(3), 295–303. <https://doi.org/10.1037/pro0000453>

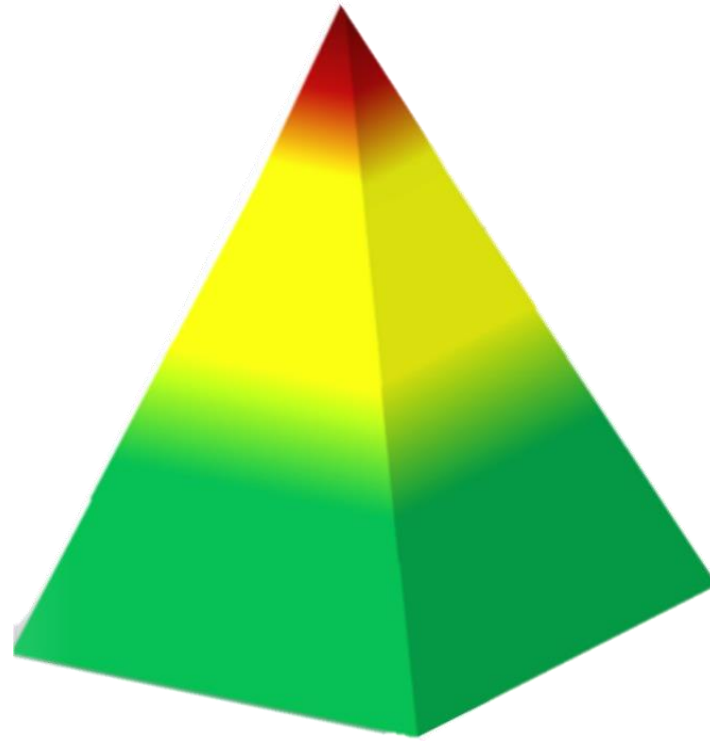
Data and Functional Impairment within an MD-MTSS Framework: “Attendance data plus” Approach

“Attendance data plus” Approach: Usage of attendance data plus other sources of data to determine if functional impairments are present and choose appropriate interventions

Steps:

1. School Attendance Teams (SATs) use their Tiered attendance data as an *initial screening procedure*
2. Through the problem-solving process, SATs “dig deeper” into other data sources to better understand student needs (such as functional impairments)
 - Academic data
 - Behavioral data
 - Health/Medical data
 - Social-emotional/Mental Health data
 - Parent/Teacher/Student Report data
3. SATs select interventions to address student needs in all identified areas (Attendance plus) and use data to monitor student progress

Multi-Dimensional Multi-Tiered System of Supports Framework for School Attendance

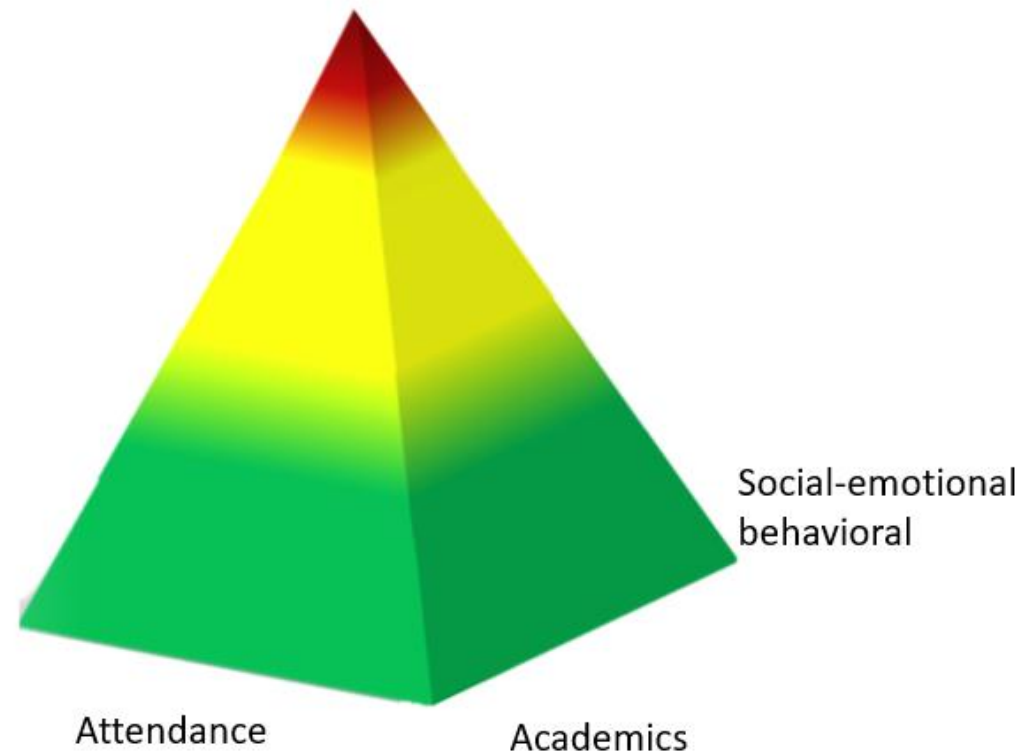


2014-2020: Why Did We Change from a Two-Dimensional (“Triangle”) to a Multi-Dimensional (“Pyramid”) Framework?

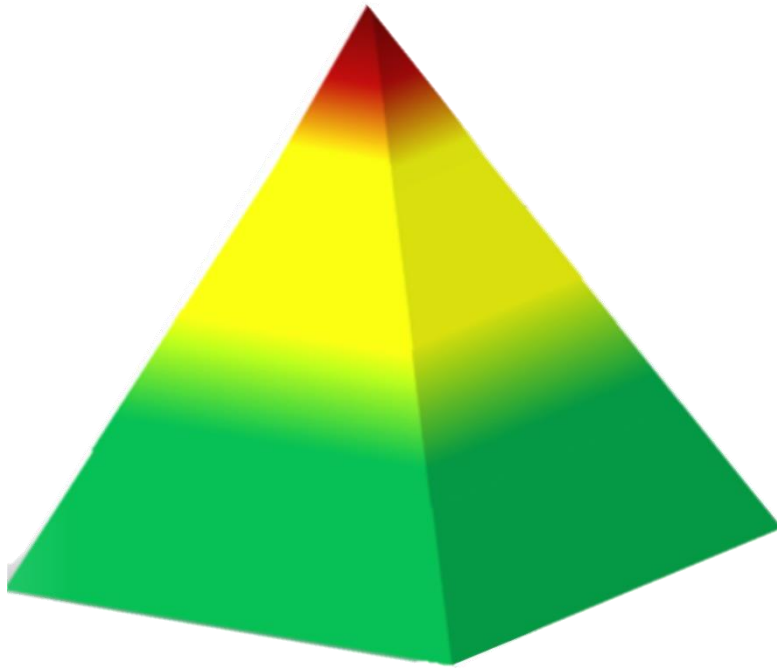
Reflects more current thinking about multi-tiered service delivery frameworks

- “Whole child” approach – Integrated frameworks consider multiple functional domains at the same time
- More accurately reflects unique and subtle differences in students with SAPs and their environments (Context matters!)
- “Pyramid” symbolize multiple domains, not just three!
- Each dimension (“side” of the pyramid) has strategies and interventions that could be used to help students

Dimensional Example 1: “Whole Child”



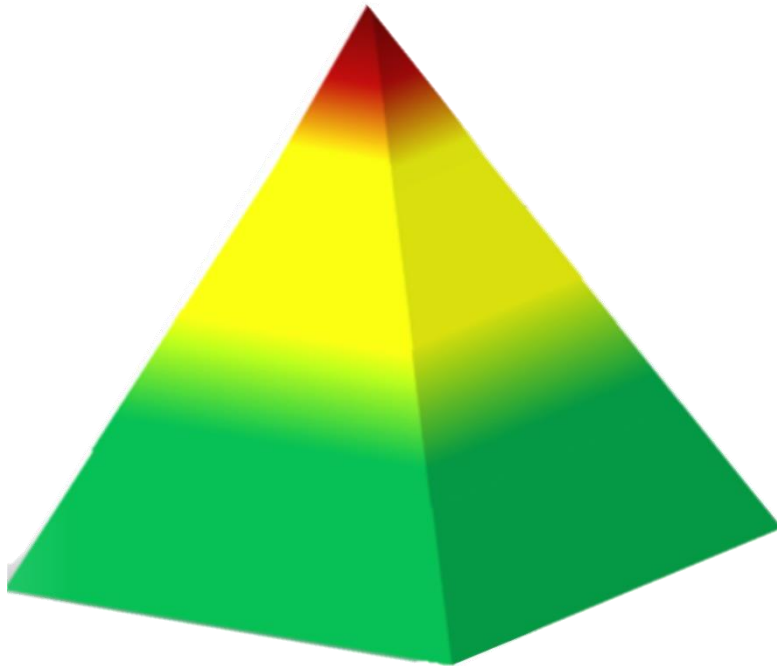
Dimensional Example 2: Level of Schooling



Need to consider developmental & contextual differences in selecting interventions

- Preschool
- Primary
- Secondary
- Vocational

Dimensional Example 3: Contexts Matter— “It Takes A Village”



Need to consider the multiple contexts in which our students live & influence their success.

- School
- Family
- Peers
- Community (partners)
- Region
- Country

Closing Thought

Expand The Definition of Attendance Beyond “Seat Time”

- In the US there is a movement away from a narrow focus on the traditional “seat time” concepts of attendance that is relevant for in-school learning...
- To a focus on
 - Attendance
 - Participation
 - Engagement
- Relevant to a variety of learning models
- For example, satisfactory attendance could be re-defined in the future as “*engaged* in school 95% or more of the time.”

National Forum on Education Statistics. (2021). *Forum Guide to Attendance, Participation, and Engagement Data in Virtual and Hybrid Learning Models* (NFES2021058). U.S. Department of Education. Washington, DC: National Center for Education Statistics.



Dank u voor uw vriendelijke aandacht.
I look forward to our future work together.
Vragen?