

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

Purpose:

The purpose of the Early MTSS component of the Vermont SPDG is to support the effective implementation of Multi-Tiered Systems of Support in Vermont's preschools. The first cohort of five early childhood programs focused on behavioral systems of supports during the first year of implementation (2014-15). This included a strong emphasis on developing systems to support and sustain implementation. Below, data are presented to assess the fidelity of implementation for the social emotional intervention (Figure 1 - Teaching Pyramid Observation Tool (TPOT)) and for the systems development work (Figure 2 - Program inventory), as well as data on the impact on children's social skills and problem behaviors (Figures 3 and 4 – Social Skills Improvement Systems (SSIS)).

Figure 1: Cohort 1 TPOT Fidelity Data

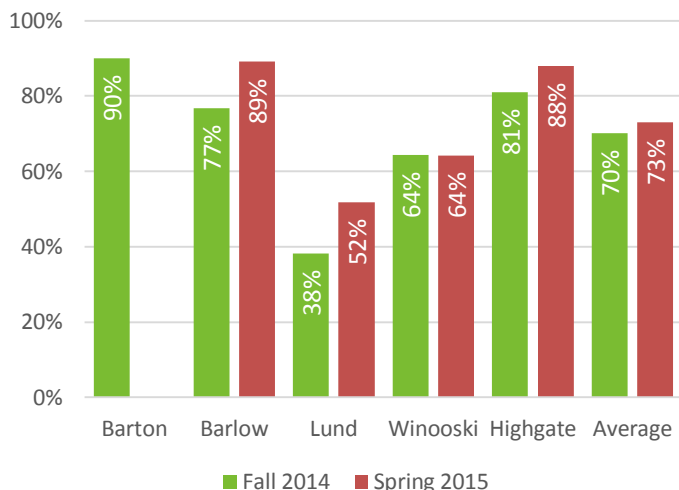
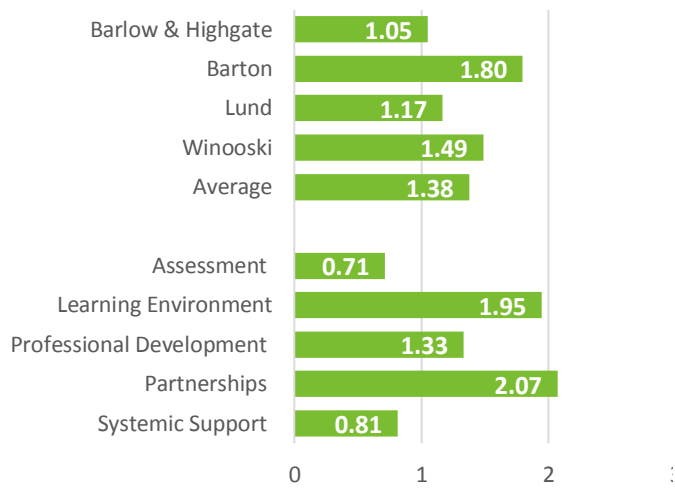


Figure 2: Cohort 1 Program Inventory Data



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

Figure 3: Pre/Post Social Skills Data

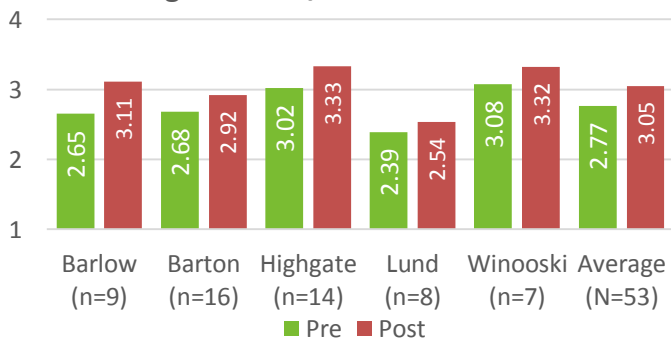
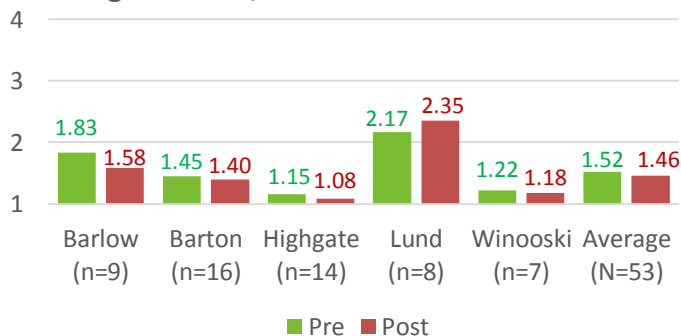


Figure 4: Pre/Post Problem Behavior Data



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

Summary:

As shown in Figure 1, two/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 fidelity. Two of the sites struggled in their first year of implementation.

In examining the implementation of activities necessary to develop and sustain systems of support, Program Inventory baseline data (see Figure 2) suggest that sites vary in the degree systems implementation. One site, Barton, is close to the Implementation level (1.80), while two sites who conducted the assessment together as they share the same administration, are closer to the Development level (1.05).

All sites exhibited growth in the use social skills between pre- and post-test (Figure 3), while all but one site saw decreases in problem behaviors (Figure 4). The site with an increase of problem behaviors also had the most behavior problems. Two of the sites had very few behavior problems at baseline.