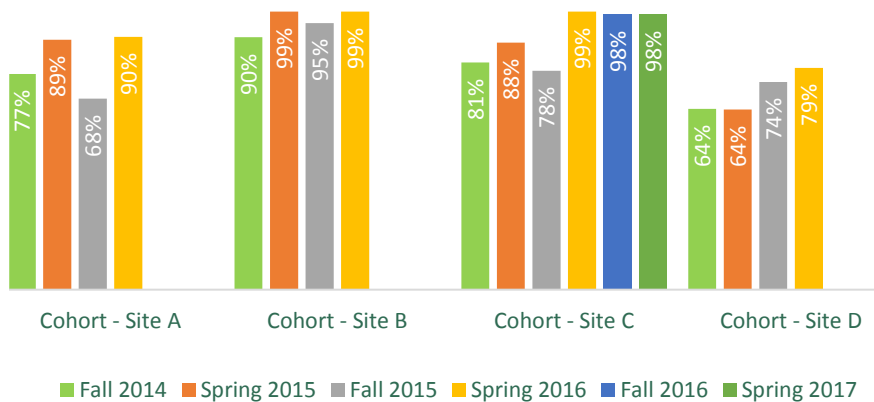


Vermont Early MTSS Cohort 1 Fidelity and Outcome Measures (2014 - 17)

The purpose of Early Multi-Tiered Systems of Support (MTSS) was to support the effective implementation of MTSS and Pyramid Model evidenced-based practices in Vermont’s preschools. The first cohort consisted of four early childhood programs. While the focus of Early MTSS was to support healthy social and emotional development; there was also a strong emphasis on developing systems to support and sustain implementation. Below, three years of data are presented that assess the fidelity of teacher implementation of Pyramid Model practices (Figure 1 - Teaching Pyramid Observation Tool (TPOT), and three years of data on the impact on children’s social skills and challenging behaviors (Figures 2 and 3 – Social Skills Improvement Systems (SSIS).

Figure 1: VT SPDG Cohort 1 Longitudinal TPOT Results



Summary:

Pre/post TPOT data are presented for the four Cohort 1 programs over the last three years in Fig. 1. Only one of the sites, though, reported pre/post for each year. Three of the four programs were implementing the Pyramid Model practices with at least 80% fidelity at post-test, although two of the three programs had a pre-TPOT higher than 80%. Cohort Site D scored 1% below the 80% fidelity threshold in their second year of implementation.

On average, all sites exhibited growth in children’s use of social skills between pre- and post-test each year (Fig. 2). The largest increase in pro-social behavior, and the highest post-test score was in 2014-15.

On average, none of the Cohort 1 sites had children who exhibited high amounts of challenging behavior. Similar to the pro-social behavior data in Figure 2, all Cohort 1 sites saw decreases in children’s challenging behaviors, except in 2016-17 (Fig. 3).

Figure 2: SSIS - Pro Social Behavior (2014-17)

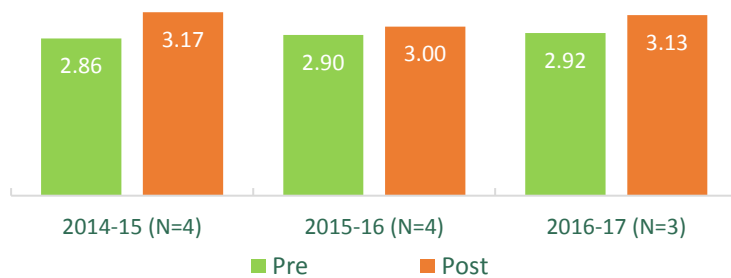


Figure 3: SSIS Challenging Behaviors (2014-17)

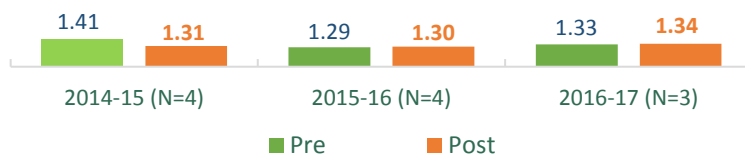


Figure 3 & 4 Scale: 1 = Never, 2 = Seldom, 3 = Often, 4 = Almost Always

Testimonies

- *The training has set my classroom up with an amazing environment that supports successful transitions & learning. It has helped the children & staff be comfortable & confident in the classroom.*
- *The children are more successful in the classroom each day both social emotionally & academically.*