



Symposium: Shifting the Paradigm *from* Absenteeism to Attendance Without Causing a Tsunami



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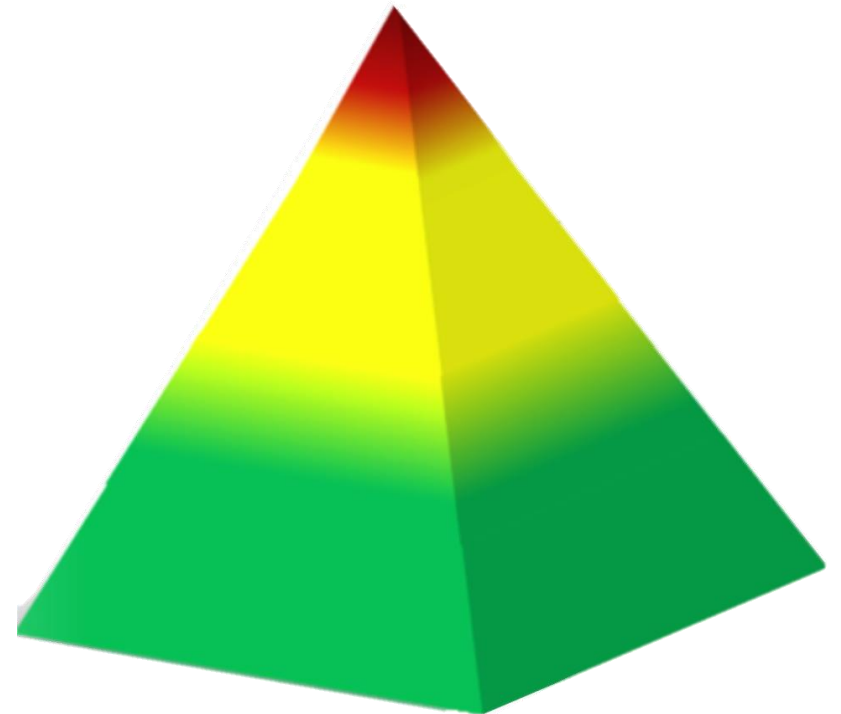
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Riding the Wave: The Multi-Dimensional Multi-Tiered System of Supports (MD-MTSS) Framework for Attendance Arrives in Europe

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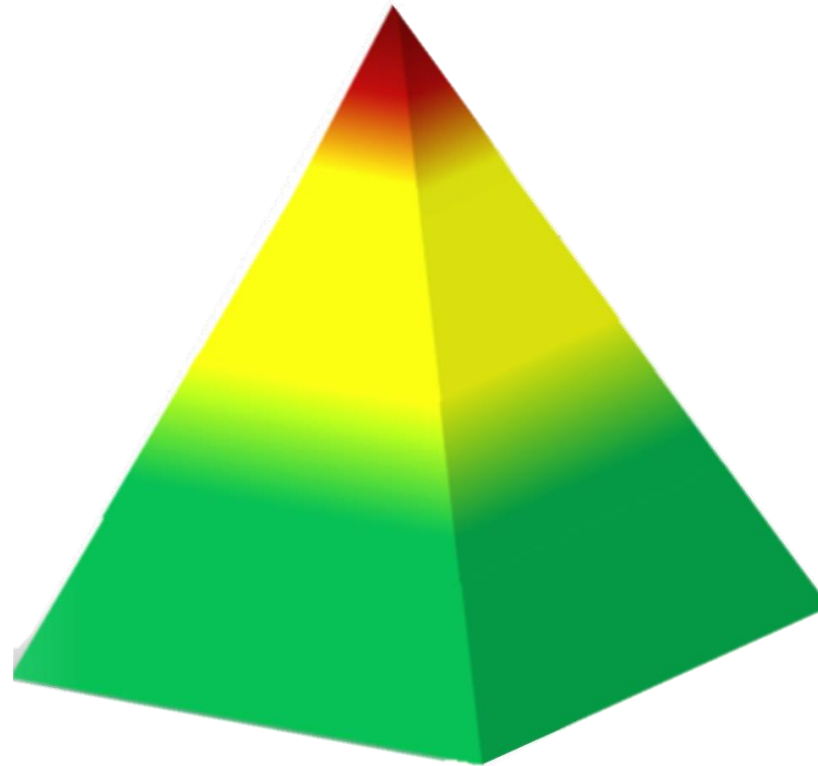
Overview



- I. Overview of a Multi-Dimensional Multi-Tiered System of Supports (MD-MTSS) Framework
- II. Helping Schools Use This Framework --- Workshop Plus Coaching Model of Training
- III. Key issues in *starting* the journey from the US to Europe

What is the MD-MTSS (“Pyramid”) Framework*?

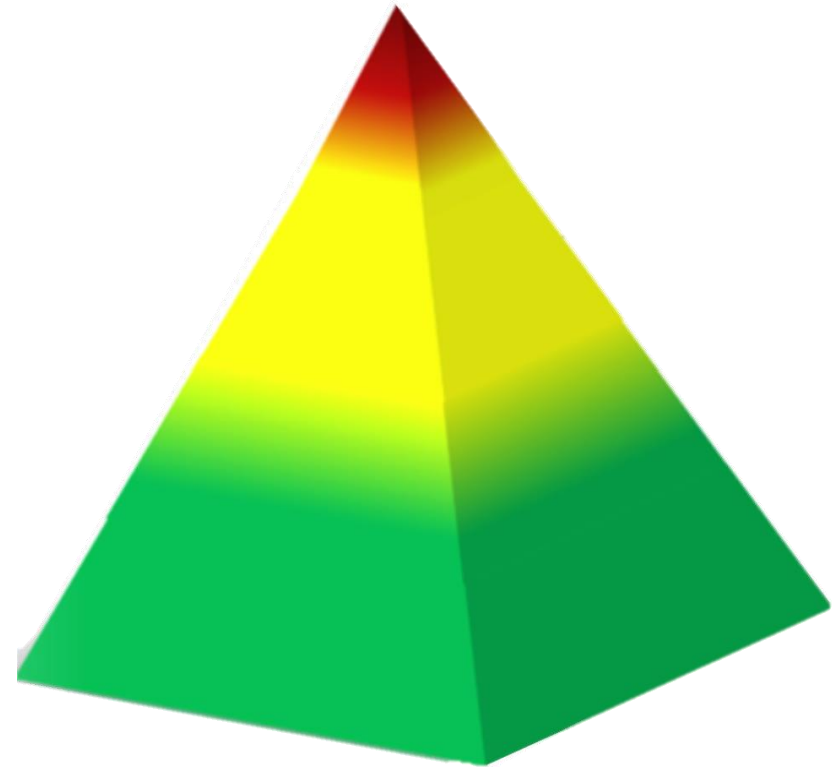
(Note: Formerly known as the Response to Intervention (RTI) framework)



The MD-MTSS framework*?

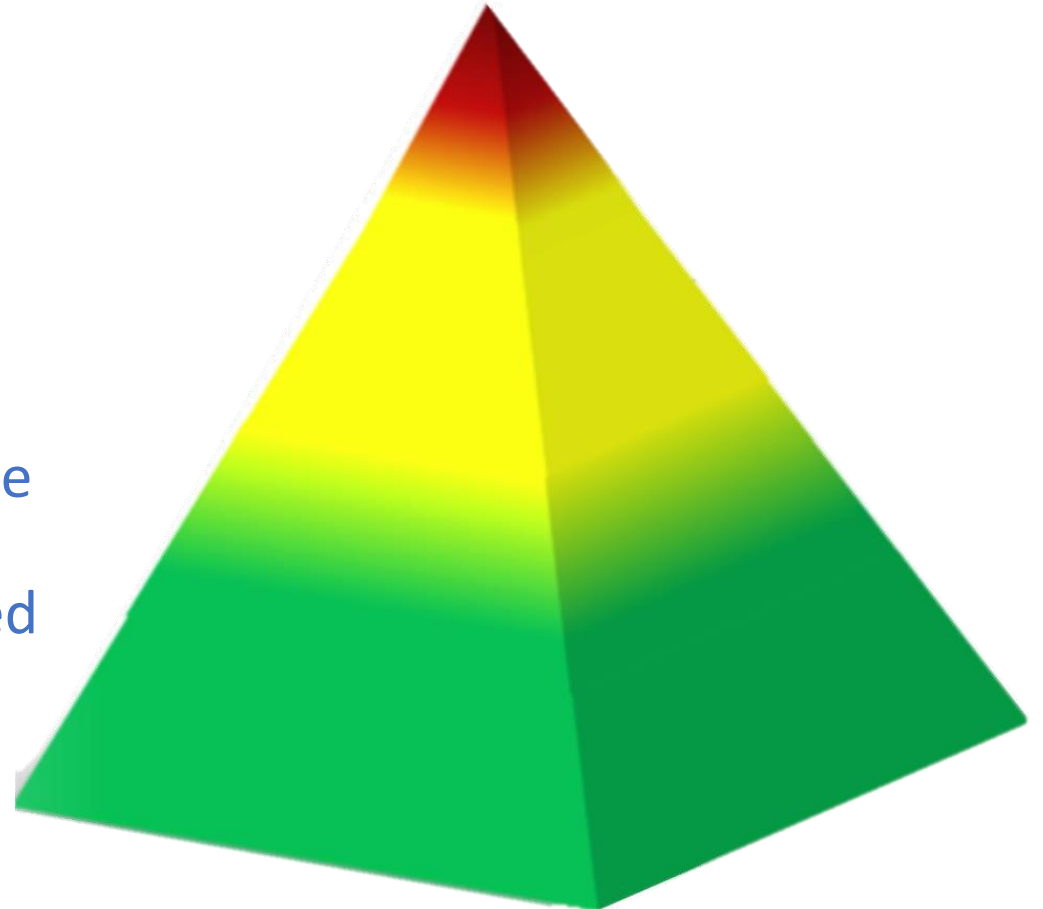
Guiding Principles

1. Match support to the needs of ALL students through a tiered framework
2. Focus on *systems* and *groups* of students, along with *individual* students
3. Prevention-focused, not “wait-to-fail” approach
4. Team approach
 1. Data to make decisions
 2. Problem-solving process
5. Evidence-based practices



1. Match Support to the Needs of ALL Students through a Tiered Framework that Considers ALL Absences

- Tier 3 (Red):
 - Students with chronic school attendance problems
 - Interventions: Most intensive & individualized
- Tier 2 (Yellow):
 - Students with emerging school attendance problems
 - Interventions: Small group & individualized
- Tier 1 (Green):
 - All students
 - Interventions: School-wide



Tier Criteria Used in De Proeftuin Schoolaanwezigheid

(Graczyk, 2022)

Tier 3: Chronic School Attendance Problems**

Absent: 10% or more

Attending/Present: 90% or less

Tier 2: Emerging School Attendance Problems

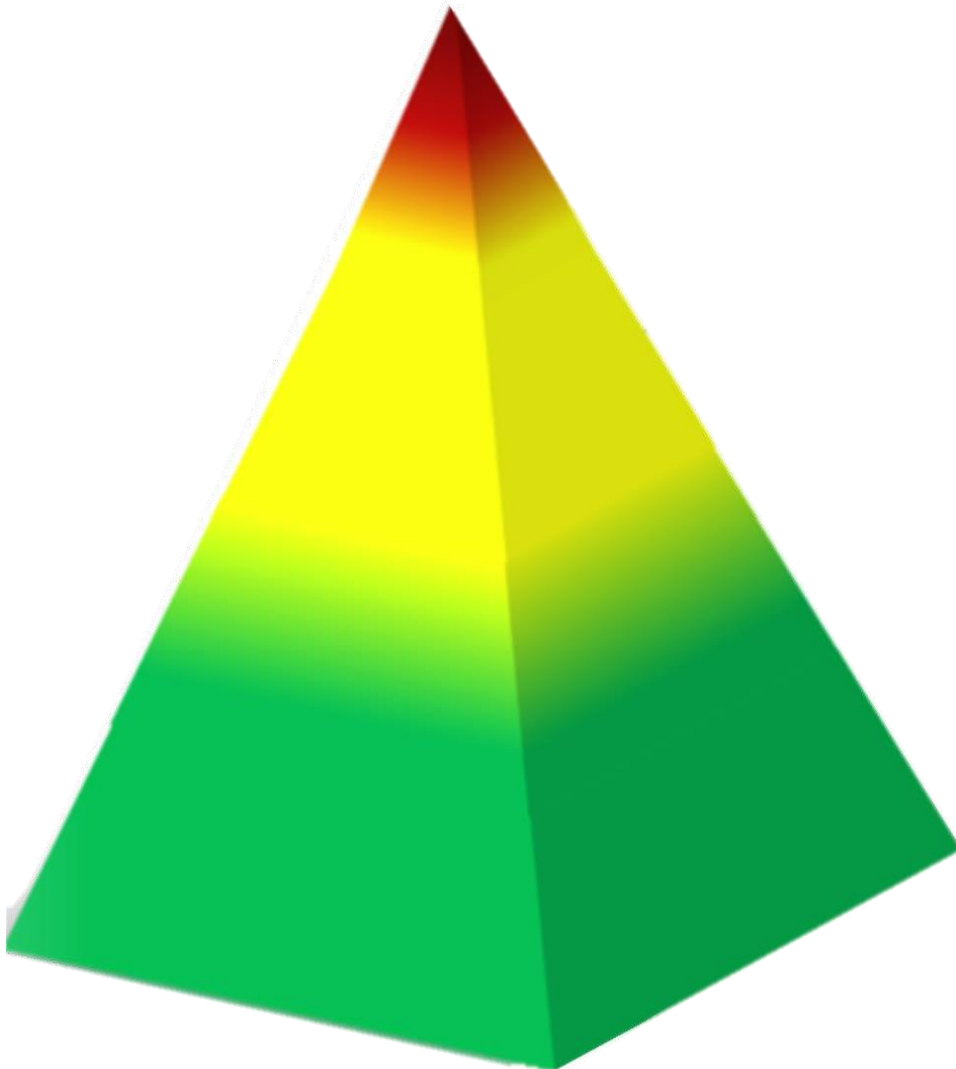
Absent: >5% but < 10%

Attending/Present: < 95% but > 90%

Tier 1: Satisfactory/"Good" Attendance*

Absent: < = 5% of the time

Attending/Present: 95% or more of the time

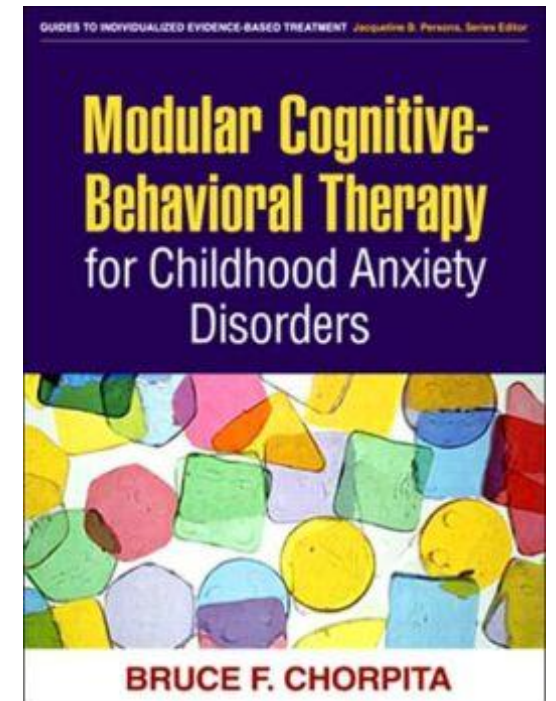


2. Focus on *Systems* and *Groups* of Students, along with *Individual* Students

Tier 1 Example: Banners



Tier 3 Example: CBT for Anxiety

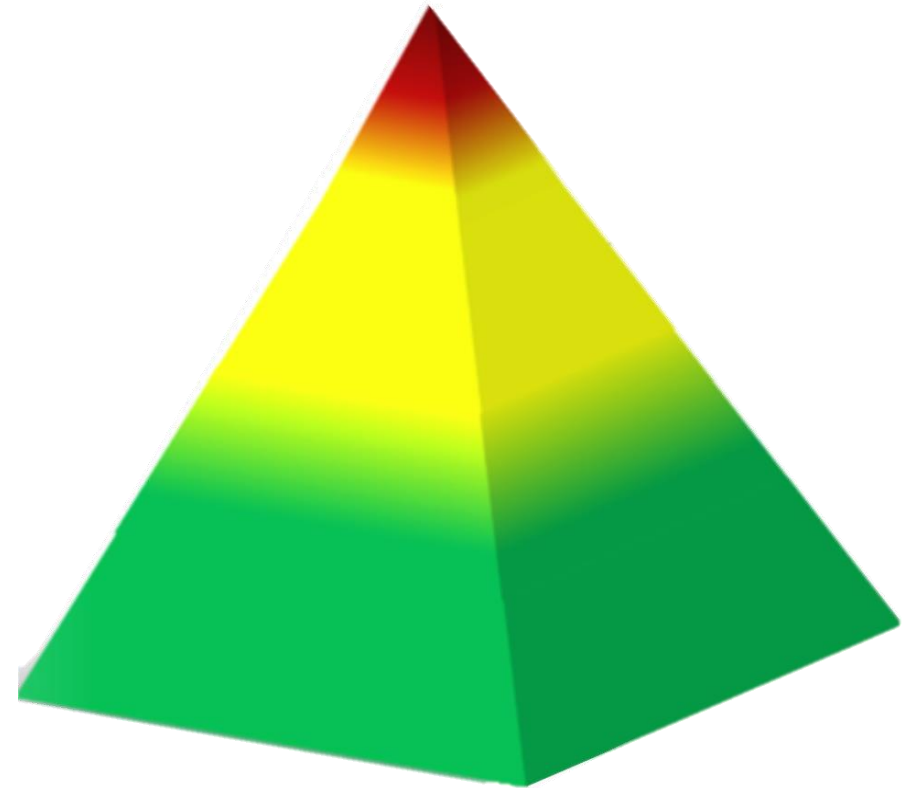


Tier 2 Example: Group interventions

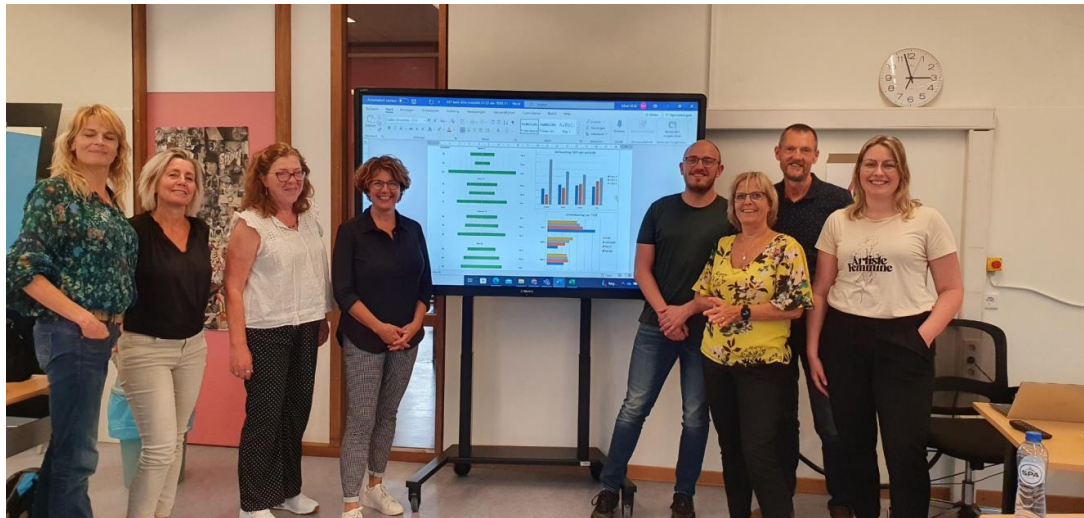


3. Prevention Focused, not “Wait-to-Fail”

- Tier 1
 - Promote attendance
 - Prevent school attendance problems
- Tier 2
 - Intervene quickly when students show *early* signs of school attendance problems
 - Prevent *serious* school attendance problems

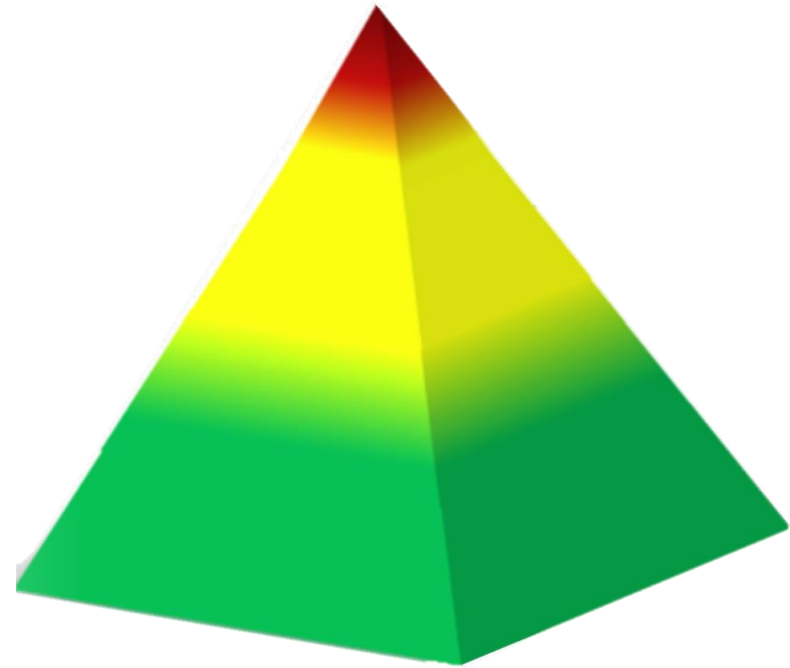


4. Team Approach: Capable Leadership - “Core Four” Plus

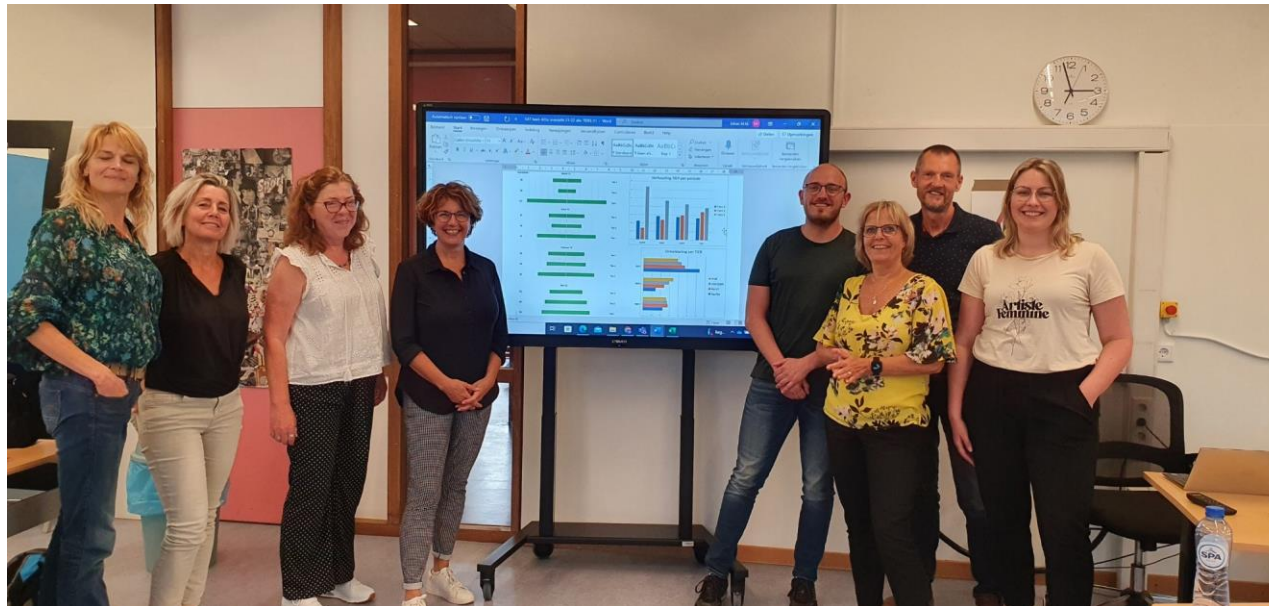


5. Evidence-Based Practices

- Premise: Schools need to use what works!
- Major driver of our work (Kearney & Graczyk: 2014, 2020)



Helping Schools Use the MD-MTSS Framework: Workshops plus Coaching Support



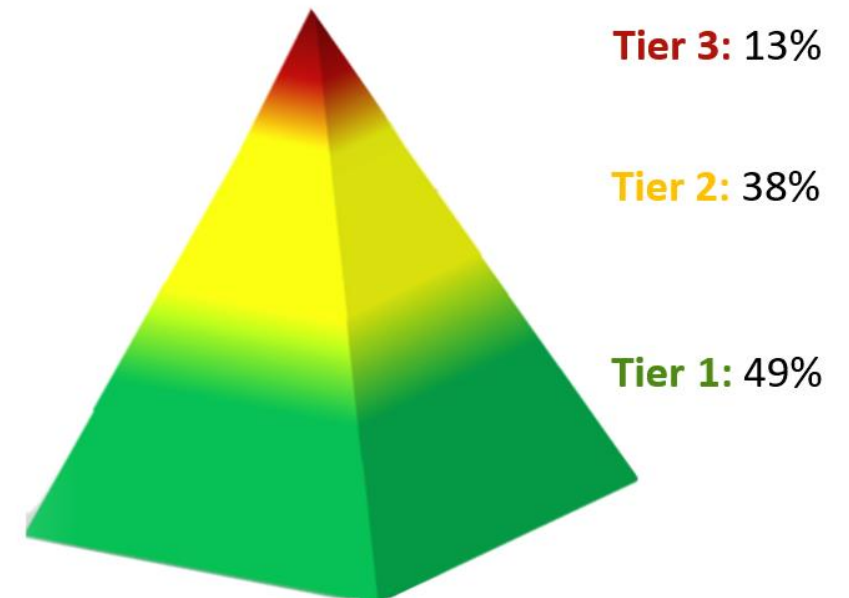
Effects of Training and Coaching on Teacher's Implementation in the Classroom *(Training Outcomes Related to Training Components)*

	Training Outcomes <i>(% of participants who demonstrate knowledge and skills in training, use new skills in the classroom)</i>		
Training Components	Knowledge of Content	Skill Implementation	Classroom Application
<i>Presentation / Lecture / Discussion</i>	10%	5%	0%
<i>PLUS Demonstration & Modeling in Training</i>	30%	20%	0%
<i>PLUS Practice & Feedback in Training</i>	60%	60%	5%
<i>PLUS Coaching in Classroom</i>	95%	95%	95%

Joyce & Showers, 2002

Overview of Basic Set of Workshops: Workshop 1 + Coaching

- Overview of MD-MTSS Framework
- Key Concepts/Vocabulary
- School Attendance Teams – Membership & Function
- Setting Up Their Data Systems
- Using *Tiered* Data
- Tier 1 School-Wide Practices to Promote A Culture of Attendance
- “Homework”
- Follow-up coaching: Coach meets with SATs to help them get started, complete their “homework,” answer questions, provide general support, provide feedback to M/I & myself



Overview of Basic Set of Workshops: Workshops 2 (Tier 2) & 3 (Tier 3) + Coaching

- Brief review of prior workshop
- Discuss “homework” from prior workshop
- Data at Tier 2/Tier 3
- Interventions at Tier 2/Tier 3
- “Homework”
- Follow-up Coaching: Coach meets with School Attendance Team to support their work, complete their homework, answer questions, provide feedback to M/I & myself

General advice to SATs throughout all workshops & coaching support:

- Go slow to go fast.
- Use data to inform their decision-making and monitor progress
- Start with Tier 1.

Starting the Journey “Across the Pond”: Initial Issues in the Journey from the US to Europe



Context Matters!

- Goal: The MD-MTSS framework and the training we provide needs to be...
 - *relevant* to educators in different countries
 - *result* in improved school attendance.
- What can we do the same, i.e., keep “as is?”
- What should we do differently?

“Choppy Waves”

Differences to consider

- Language
- Terminology
- Time zones
- Each country’s educational system
- Laws related to school attendance
- Student data systems: How attendance data are collected, recorded, and used



<http://www.scienceimage.csiro.au/image/2895>

“Easy Riding” Waves

Wonderful collaborators!

- Foundation of trust
- Share important information with one another
- Address differences and challenges together
- Celebrate our successes together



Duncan Rawlinson

Thank
You