

EMLSS B, Equity, and the Universal Foundation

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WI EMLSS Project
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Land Acknowledgement

Recognizing the first, present, and future stewards of the occupied land we're on today and their continuing contributions to our society in areas like art, science, education, the environment...

PLACES

Contact local nations to verify:

- ✓ Bodwéwadmi (Potawatomi) ↗
- ✓ Myaamia ↗
- ✓ Ojshéthi Šakówinj ↗
- ✓ Omātegnomenew-ahkew (Menominee) ↗
- ✓ Hoocąk (Ho-Chunk) ↗
- ✓ Niúachi ↗

<https://native-land.ca/>



One Framework, Different Names

Rtl: Response to Intervention

E-MLSS: Equitable Multi-Level Systems of Support

MTSS: Multi-Tiered Systems of Support

PBIS: Positive Behavior Interventions & Supports

Public Health Disease and Prevention Model



Response to Intervention

Tier 3/Intensive 1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Selected 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal 80-90%

- All students
- Preventive, proactive



Data Conversations and Institutional Responsibility

Consider the nature of school conversations regarding data and outcomes:

Under-performing

Describe and Deflect

Under-serving

Inspect and Reflect



Four Core Beliefs

1. Every child learns and achieves to high standards.
2. Learning includes both academic and social competencies.
3. Every member of the education community continues to grow, learn, and reflect.
4. All leaders at all levels are responsible for every student

<https://educationonline.ku.edu/community/what-is-response-to-intervention>



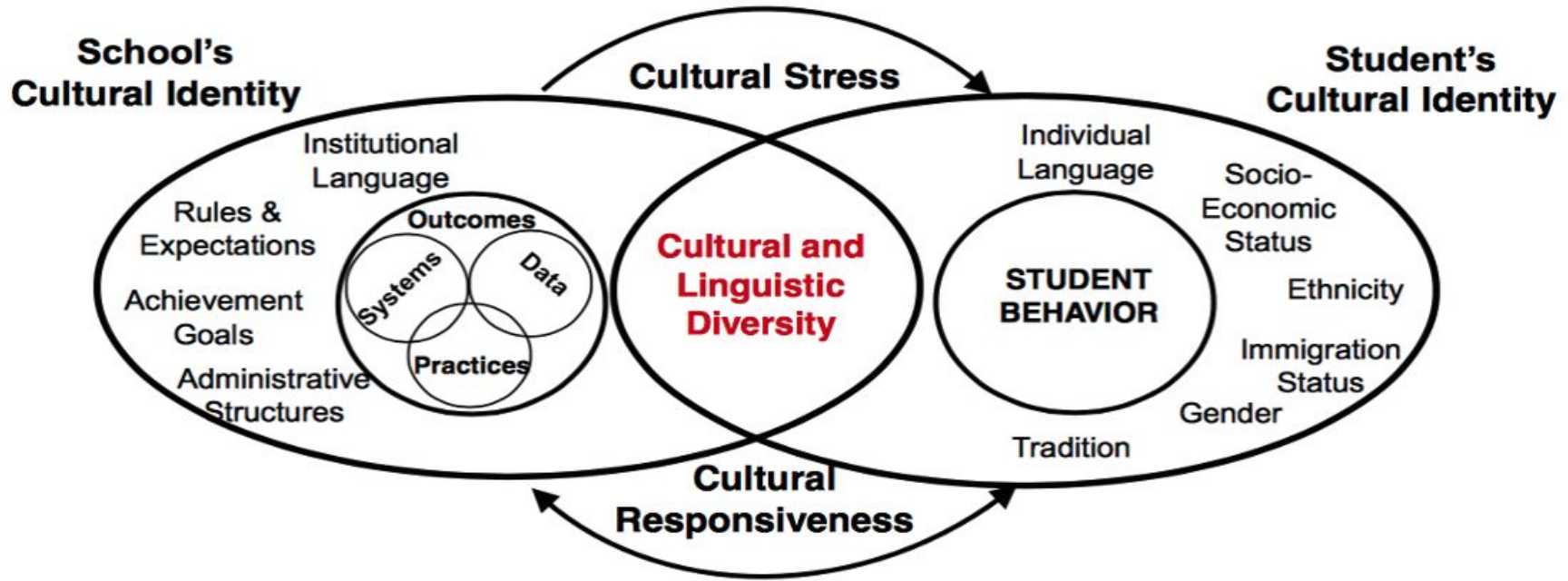
EMLSS Summary

The Equitable Multi-Level System of Support (E-MLSS) framework is a **multi-tier approach to the early identification and support of students with learning and behavior needs**. The E-MLSS process begins with high-quality instruction and universal screening of all children in the general education classroom.

Learners are provided with supports at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students.



Building and Bridging



Tobin and Vincent



First, Do No Harm

There are four critical areas that cause harm within the PBIS/EMLS-B framework if not attended to:

- 1) Expectations
- 2) Bias
- 3) Control versus connection
- 4) Assumptions



A Quick Turn and Talk

Turn to a shoulder partner and have a discussion about what “white culture” or “dominant culture” means in schools.

Be prepared for a couple share outs.



Dominant Cultural Norms (Okun, 2021)

- Perfectionism
- Sense of urgency
- Defensiveness
- Quantity over quality
- Worship of the written word
- Only one right way
- Progress is more/bigger
- Paternalism
- Either/or thinking
- Power hoarding
- Fear of open conflict
- Individualism
- “I’m the only one”
- Right to comfort
- Objectivity



Expectations

Adopted in isolation

Reflect what works for the staff in the school (“this is how it is”)

Supports the learning environment and practices, but not necessarily students.

Generally posted, not consistently linked with reteaching when behavior error occurs.

Skills linked to matrix tend to honor the default cultural norms and provide foundation for disproportionate discipline.



Control, Compliance and Exclusion

PBIS “should” focus on building connections, improving climate, and reducing behavior error through instruction and support.

Dramatic mutations occur when:

- PBIS is used for control (students should do x)
- Major/minor system is used to facilitate exclusionary responses
- Behavior error used to justify removal from setting
- First knowledge or knowledge gaps are not taught to fluency first, rather correction into assimilation is preferred response
- Major/minor data is primarily used to justify referrals to special education



Assumptions vs. Teaching

Emphasis for staff should be on managing the dynamics of similarity and difference – “assume nothing, teach everything and teach to fluency”

Mutations occur when:

- Instruction happens only at start of year
- No boosters
- No reteaching
- “Students should know”
- Inconsistent instruction and reinforcement



Shoulder Partner Wrap Up Discussion

How have you, will you, look for and address these implementation errors in the teams you support?

What barriers do you anticipate and their “work-arounds”?



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